

2019

ANNUAL SCHOOL REPORT

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Together in Christ

ST KEVIN'S CARDIFF



St Kevin's Primary School

Main Road, CARDIFF 2285

Principal: Mrs Mary-Anne Jennings

Web: <http://www.cardiff.catholic.edu.au>

About this report

St Kevin's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with pleasure that I present the Annual Report for 2019 from St Kevin's Catholic Primary School, Cardiff. We are part of the Maitland-Newcastle Diocese and an integral part the All Saints Blackbutt South Parish. St Kevin's is a small engaging school, that is developing and growing each and every year. St Kevin's is a coeducational Kindergarten to Year 6 Catholic school. There are currently 6 classes from Kindergarten to Year 6 with 1 composite classes within the school community.

Our Mission Statement is proudly displayed in the main foyer of the school and is well embedded in the minds of the staff who are committed to Catholic education and to the children in our care. It states, "We at St Kevin's Primary School, Cardiff, educate in the faith tradition of the Catholic Church, acknowledging the dignity and nurturing the potential of each person (student, parent and staff) within the context of community."

We help children to develop a pride in themselves and in being Australian within a world community. We share a diversity of our cultural heritage through celebrations of national days e.g. ANZAC Day, Harmony Day and Autism Awareness Day. We acknowledge our indigenous heritage through specific HSIE units of work, the celebration and participation in Reconciliation and NAIDOC Week activities, and fly our national, Aboriginal and Torres Strait Islander flags daily. St Kevin's also engaged in the Seasons Programme, supporting students who may have suffered loss and grief through death, divorce, separation or a change in their lives. It assisted students to explore how they can learn to live with and grow from these experiences.

St Kevin's continues to actively promote academic excellence in all areas of the curriculum. Students engaged in a variety of activities to accommodate and enhance their gifts. Primary students competed in the Regional Spelling Bee Competition, with Stage 3 students representing the Region at the Diocesan Competition. Stage 3 students also participated in Foundation Lego League winning a third trophy in as many years for their efforts. This year, 2 students from Stage 3 were accepted into the Virtual Academy – a Diocesan based programme for those students who have been identified as Gifted. Students also engaged in our Gifted Maths programme at a school level. Weekly and end of year awards were given for Academic Excellence in English, Academic Excellence in Mathematics, Making Jesus Real. Sport was catered for through a variety of sporting events both at school level, right up to Polding selection for Stage 3 students in Athletics, Swimming and Cross Country. Students from Kindergarten through to Year 6 also have the opportunity to learn guitar and are given opportunities to perform at various school events.

Parent Body Message

The Parents and Friends of St. Kevin's continue to go above and beyond in 2019, working collaboratively with the teachers and staff to achieve some amazing outcomes. It is humbling to see so many people willing to commit their time and energy in supporting our wonderful school.

Over the course of the year, the P&F have organised several successful events and activities to raise money for the school community. Including a Bunnings BBQ, Trivia night, Mother's Day High Tea and our annual Easter raffle. The highlight for this year was our biennial school fete.

The combined efforts of the P&F culminated in the group raising \$12,000 for the school this year. The funds were used to purchase a yearly book subscription for our school library and purchasing stock for our uniform shop.

Thank you to all who volunteered their time in 2019, not just through fundraising activities but in many other ways assisting with sporting events such as the swimming and athletics carnivals.

The Parent and Friends community is thriving at St. Kevin's and personally I'm looking forward to another great year in 2020.

Student Body Message

At the start of this year we welcomed a number of new staff members.

We enjoyed the annual swimming carnival. We also had some wonderful parents who donated their time. We had some successful competitors making it to the regional level. At Easter we had the hat parade and Easter egg hunt. Year 5/6 helped their buddies to construct their hats. Newspaper hats were made for the kids who wanted one.

Bookweek was successful thanks to the teachers putting in so much effort and organizing book week, it was a blast! We had a couple of options to dress up an idiom, character from a book or a superhero, as our theme was "reading is my power". We all dressed up as different types of characters such as princesses, superheroes, idioms and lots more. In the book parade we all saw amazing costumes, some even homemade. Parents also need a big thank you as their donation gave us a privilege to buy new books for our school library to read.

This year St Kevin's was very lucky as we had many special guests come to our school and teach us traditional Awabakal games, dances, languages and agriculture.

Eleven selected students travelled to St Paul's Gateshead to compete in inquisitive minds. Inquisitive minds is to extend students of all mathematical abilities, teaching them new skills and enhancing their ability to problem solve. Throughout the day the students accomplished

games, puzzles and problem solving and did an exceptional job considering they were up against 18 other schools.

St Kevin's participated in the Lakes soccer gala day with year 3 and up competing. Everybody did extremely well at trying their best and giving it a shot, especially handling the hot weather. Throughout the day sportsmanship and working together as a team was very obvious. Overall everyone accomplished something such as maybe getting a goal or even getting on the field and making your team proud.

Year 5/6 set up and ran the activities for a fun Mission day. We had sponge toss, face painting and ice cream cones. The money we raised went to farmers in drought, thank you to the Parents who donated.

This year 5/6 went to Aussie bush camp. There were a number of activities such as the rock-climbing wall, archery, raft building and the giant swing.

It has been a privilege to be a school captain in 2019. We have learnt a lot about leadership.

School Features

History of the school

Our school opened as St Joseph's Primary School in 1917. At this time it was staffed by the Sisters of St Joseph, and the Sisters of Mercy in more recent years. The school enrolment at that time was 70 pupils. New buildings were erected in 1943 and extensions were added in 1969 and 1992. In 1989 the school had a name change to St Kevin's in keeping with the other Parish buildings. In 2009 a new school hall was built. Renovations and refurbishments to the current classrooms were completed in 2015 providing new learning spaces reflective of current best practices and research. In 2018 the bottom playground was remodelled to include a new artificial grass area and climbing equipment. 2019 saw the school re-roofed and new toilet blocks completed.

Location/Drawing Area

St Kevin's Primary School is situated on the corner of Main Rd and Newcastle Street, Cardiff NSW. It draws students from the local 2285 post code, including Cardiff Heights and Cardiff South, together with Macquarie Hills and Cardiff North. St Kevin's Primary School is part of Blackbutt South Parish. Students from St Kevin's continue their Catholic education at St Paul's High School Booragul.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
50	53	11	103

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 93.67%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.50	93.10	94.80	94.50	92.50	91.60	94.70

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	21
Number of full time teaching staff	6
Number of part time teaching staff	6
Number of non-teaching staff	9

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff undertook a variety of professional development opportunities to promote and enhance their teaching with the goal of improving student outcomes. This professional development occurred through both weekly staff meetings and utilising pupil free days for specific purposes. Areas covered included: analysis of data and how it drives and determines our teaching, differentiation and meeting the needs of students with a cognitive disability, early learning and gifted education.

Executive staff continued to access PD in Gifted Education research, which was then presented to the whole staff at staff meetings. Executive staff also accessed PD in leadership through attending Principal Conferences, Assistant Principal and REC networking days.

Our spiritual PD was completed through engagement and attendance at a day presented by Mark Spencer from the RE department at CSO. Staff were led in an awareness of Aboriginal Spirituality. Staff accessed PD on a personal level that was aligned to the PP&D - school and personal goals. Weekly 1-hour staff meetings were dedicated to PLC - discussion, data analysis and how data impacts on pedagogical practice. Staff also participated in Curriculum Focus Days - analysing programmes, policy and procedures in English and Science & Technology.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Kevin's Primary School is part of the All Saints Blackbutt South Parish. Our Mass Centre is St Kevin's Church, located adjacent to the school. Open communication is enjoyed between the school staff and Parish Priest, the Parish Team, St Vincent de Paul society and members of the Parish Office. We are privileged to enjoy the continuing involvement of one of our parishioners in leading our School Mini Vinnies group. In 2019 school Liturgies were celebrated to mark the beginning and end of the school year together Catholic Schools Week. Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Easter, Year 6 Graduation, the feasts of St Kevin and St Mary of the Cross MacKillop. School Sponsored Masses were held once a term at the 9.30am Parish Sunday Mass. These celebrations were well attended. Children were involved in various ways, including readings, processions, music, dance and movement and canvass collection. The staff and parent body provided morning tea afterwards for the parishioners, whereby the homemade scones are always eagerly anticipated and consumed.

Students are assisted on their Spiritual journey through the implementation of Making Jesus Real. The Making Jesus Real programme is centred around the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. Jesus also made the comment that we are part of his family and that the ways we treat others should be reflective of the way we would treat Jesus. It calls on students "to work for peace, justice and the promotion of the common good of society" (Good News for Living, 2005, p. 110).

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Kevin's ensures there is a whole school approach to improve student achievements in literacy and numeracy. MiniLit and MacLit reading Intervention programmes are conducted daily for students at risk. St Kevin's also caters for the Gifted Students through accessing the Virtual Academy, a CSO initiative. 2019 saw 2 students in our senior class engaged in this programme. 2019 saw a school wide approach to collating data in writing so as to utilise this data in improving pedagogy to meet student needs and improve student outcomes. The focus is on continuing to improve pedagogy so as to improve student outcomes. The English Scope and Sequence was updated under guidance with the CSO Educational Officer assigned to the school. This update ensured that all areas of the curriculum for each grade were delivered in a timely and organised manner. Gifted Education was established in 2019 through a formal partnership with CSO. The Gifted Education Leader engaged in formal training to identify gifted students and to assist teachers in differentiating their programmes of work to meet the needs of identified students in all lessons. St Kevin's supports Aboriginal and Torres Strait Islander students through engaging a fully qualified Aboriginal teacher 1 day per week. The ATSI students are assisted to meet their individual needs, both gifted and at risk, through working directly with this teacher. Cultural activities and learning are also an important part of this work, as is educating the wider community as to the important role Aboriginal culture has in our school today.

Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60%	57%	13%	11%
	Reading	67%	53%	7%	11%
	Writing	57%	51%	7%	6%
	Spelling	60%	48%	7%	13%
	Numeracy	67%	40%	13%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39%	34%	23%	17%
	Reading	15%	37%	8%	12%
	Writing	8%	17%	25%	19%
	Spelling	23%	34%	15%	14%
	Numeracy	15%	29%	0%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Respect and responsibility were promoted at St Kevin's through the ongoing Making Jesus Real approach. Every week student leaders would share with the student body strategies in how to greet, treat and speak to others. They also addressed aspects of working hard and being a responsible learner. The student leaders led by example in how to play games and follow rules, how to participate in group work and how to assist others in need.

A school initiative was created through the Aboriginal Education Teacher in creating a weekly "Words Matter " award that reflected the importance of respect of everyone despite colour, age or gender. Students were awarded this award following discussions and recommendations among staff and from nominations from the parent body who had also witnessed a student displaying respect for others through words and actions. This award is highly anticipated and recognized publicly in the school newsletter with a photo of the recipient and a short description of why they received the award. This award has resulted in students becoming aware of how their words and actions matter, and how words and actions promote respect and responsibility.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

2019 saw improvements in the teaching of writing resulting in improvements in student outcomes in this area. The initiative of using Learning Progressions and Diamonds of Intervention, saw teachers being able to accurately map the progress of their students in this area, identifying strengths and weaknesses.

The Leadership Team engaged in a journey of learning about Visible Learning Strategies for the classroom. This Initiative has resulted in classroom teachers identifying the " Learning Intention" for individual lessons and the subsequent " Success Criteria" for these lessons. Students are now fully engaged in their learning and can identify what they are learning and why, plus how they will judge their success and mastery of this new learning.

Catholic Faith and Mission targeted Aboriginal Spirituality. This initiative has resulted in a staff that is more culturally knowledgeable of the local Indigenous community therefore more understanding of the needs of our Aboriginal students. Indigenous Education at St Kevin's is embedded into everything we do and is an integral part of our whole school community. Learning outcomes for our Indigenous students are improving as a result of this knowledge and understanding.

Priority Key Improvements for Next Year

2020 will see a continuation of the Visible Learning philosophy and engagement in the Lynn Sharratt work "Clarity - what matters most in teaching, learning and leading." 2020 will also see the employment of a Pedagogical Mentor who will work with staff to improve their teaching practices so as to improve student outcomes.

2020 will see our Pastoral Care Policy reviewed and revised. It will also see the implementation of the Early Years Learning Framework through "Successful Foundations" a CSO Kindergarten Initiative.

Differentiation will be a focus in 2020. Staff will engage in Professional Learning in what differentiation within the curriculum looks like and how to implement it.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

St Kevin's underwent a self-review in 2019 where parents were surveyed as to their satisfaction with the school in relation to it's Catholic Identity, resources and maintenance, teaching and learning and communication.

Parents stated they were well informed about the school's Catholic identity and mission, and know what it means to be part of a Catholic school community. There was 100% agreement that St Kevin's provides regular opportunities for prayer and Liturgical celebrations. Parents stated that St Kevin's has a distinctive Catholic identity that supports and nurtures the spiritual and religious well-being of children

Parents stated they know what is happening at St Kevin's and that St Kevin's promotes culture of high expectations for student achievement. Parents are happy and receive relevant feedback and information about their child's learning. The parent body identify that St Kevin's is well resourced and maintained. Parents are confident and understand the correct channels of communication, utilising the new digital COMPASS platform.

Student satisfaction

Through anecdotal evidence, monitoring of student behaviour and attendance, students at St Kevin's are engaged in their learning and active in positive friendship circles.

High attendance at school sports carnivals reflects a positive school spirit. Teamwork displayed through the organisation and running of school based fundraising by the senior students displays and reflects a sense of belonging to the school community.

Engagement in extra-curricula activities such as Robotics reinforce the sense of belonging and love of learning demonstrated by the students. Participation in community based programmes such as MiniVinnies demonstrate an understanding of what it means to assist others less fortunate than themselves, and how as a school community we can achieve great things.

Teacher satisfaction

Through our 2019 self review, staff were surveyed across a variety of areas to gather data so as to guide our new 3 year strategic plan. The comments are as follows:

Our Principal and Assistant Principal work very hard to lead our school. They both organise events, staff meetings, community events, having students represent the school. They both work alongside staff and support them in all areas. They both passionately care about the staff, school and students and work really hard to improve our school day by day. There is a clear direction, and goals articulated by the executive, evidence gathering re: effectiveness of leadership and organisation, collaborative decision making by staff members. Staff are allowed to work as a team with shared responsibility and allowed a voice in discussions. This school has a very dedicated staff who are committed to improving their practice to improve student outcomes.

School leaders pay close attention to data provided for them about the performance of the school, and identify areas in which the school is performing relatively poorly or well. Commercially available tests are used by the staff to provide data on growth and achievement. Student profiles completed identifying areas of need. St Kevin's caters for the learning needs of all students with differentiated teaching and learning programmes, gifted education and special needs support.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1671251
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$479818
Fees and Private Income ⁴	\$236985
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$69858
Total Income	\$2457912

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1153
Salaries and Related Expenses ⁷	\$1479393
Non-Salary Expenses ⁸	\$811426
Total Expenditure	\$2291972

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT