



# 2019

## ANNUAL SCHOOL REPORT



### St Agatha's Catholic Primary School

7 Trebor Road, PENNANT HILLS 2120

Principal: Mr Kevin Bauer

Web: [www.saphdbb.catholic.edu.au](http://www.saphdbb.catholic.edu.au)

---

## About this report

---

St Agatha's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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') demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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 also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

As Principal of St Agatha's Pennant Hills it is a pleasure to present this report. The School has enjoyed an exciting year in 2019. Guided by our rationale which is to 'inspire and challenge our children to know, think and value' we continued to develop learning across the School.

Congratulations to the teachers, administration staff, students and parents for their contribution to the learning that has taken place at our School. This report celebrates 2019's outstanding programs and achievements.

The staff have once again delivered quality Catholic education aimed at improving student outcomes in all areas of the curriculum. Details of the many highlights of the year are included in this report and I hope you enjoy reading about your children's and our School's achievements. I thank everyone who contributed information to this report and to students, staff and parents who responded to surveys.

### Parent Body Message

Parents, carers, friends and families of St Agatha's school community are highly valued by the Staff here at our school. In 2019 the P&F was well presented on behalf of the School community. There were some key areas of change in the running of the P&F meetings, that enabled the P&F to be as inclusive as possible.

In 2019, a School Advisory Council was formed involving some parents along with staff. Having this team established enabled the P&F to work solely on social and fundraising events, and focus on parent engagement and interaction.

2019 saw many opportunities for parents and carers to be involved in our School. This was seen in various ways with parent education sessions, small working groups, social and fundraising events along with all the day to day opportunities to volunteer to help support the staff and students in the classroom.

This year also saw an opportunity to use funds previously raised go towards improvements of the facilities at School. This was greatly welcomed by the parents, students and friends.

In 2019 the P&F worked closely with the Fete Committee to support them in organising our School fete. This was a huge success measured in the positive involvement of the community and the lovely vibe on the day. Our School is small in numbers yet large in spirit and this was witnessed at our fete.

## Student Body Message

As students we are very proud of our School and the learning opportunities that are provided by each teacher. This includes an exciting learning environment with a variety of technology available to us. Students at our school are given a wide range of leadership roles each year starting as early as Year 3, where we have a Student Representative Council (SRC) chosen from every class. In Year 5 and 6 we also have leadership positions being school captains, sports leaders, social justice committee members and library monitors. Every student at the School is encouraged to reach their full potential.

---

## School Features

---

St Agatha's Catholic Primary School Pennant Hills, is a K- 6 girls and boys Catholic systemic co-educational school.

The School has a strong commitment to Catholic mission and the history, traditions and rituals of the Catholic faith. The School has identified a series of Catholic values focused on the inalienable dignity of each person, including respect, responsibility, justice and love; these values permeate the life of the School.

The belief that each person has a unique potential for spiritual, moral, intellectual, emotional and physical development is one that is held by all at the School. The role of the Catholic school in enhancing faith development is valued and acknowledged as is its role in providing a welcoming community and its important place within St Agatha's Parish.

The School is committed to:

- enhancing faith development within a welcoming Catholic community
- being a School of excellence in teaching and learning
- treating all as individuals with their unique potential
- providing a safe and caring environment for learning.

The School participates in a number of International competitions run by NSW University as well as providing many different sporting and cultural opportunities.

St Agatha's also offers learning environment that include a multi-purpose hall, dedicated library and modern classrooms with flexible seating.

---

## Student Profile

---

### Student Enrolment

Students attending the 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
157	135	112	292

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 94.24%. 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
96.33	94.20	95.00	94.33	93.62	93.29	93.76

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during



the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

#### **Day 1**

This was a NESA Registered course involving a number of schools in the Diocese of Broken Bay. The course looked at the new PDHPE syllabus, its content and teaching strategies so as to develop an engaging program for our school.

#### **Day 2**

This was a NESA Registered course designed to look closely at the Mathematics Syllabus specifically looking at the Number strand - content and teaching strategies to develop engaging learning programs.

#### **Day 3**

This was a NESA Registered course designed at looking at Assessment Data, knowing students and how they learn.

The staff also completed a number of compliance requirements around First Aid and Child Protection.

---

## Catholic Identity and Mission

---

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The School's Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. This year, we saw a noticeable increase in family participation for our monthly Family Masses. This year we included the school more in the preparation of the Family Masses by involving grades with the presentation of the Gospel. Different grades used the teaching strategy of Scriptural ThinkPad to visually represent their interpretation from the Gospel of the day.

Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2019 the students from Years 3 - 6 participated in the Bishop's Art Prize competition. Students were invited to select a story about Jesus or a story told by Jesus in the Gospel of Luke and produce a short film of up to three minutes. Our Stage 2 film of Jesus Feeds the 5000 received an honourable mention from the panel of judges. Their film was shown at the Awards evening at the Caroline Chisholm Centre with the other finalists across the Diocese.

---

## 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

As part of the 2019 School Improvement Plan (SIP) our goal was to develop students as critical thinkers, engaged learners and creative problem-solvers. Following on from last year where our Stage Three teaching staff participated in professional learning offered by the Diocese, this year our Stage Two teaching staff participated in workshops led by Professor Peter Sullivan titled Encouraging Persistence Maintaining Challenge (EPMC) in the area of Mathematics. Our staff members were involved in developing the Mathematics block to investigate the potential of open investigative questions in Mathematics. Pre and Post tests were once again conducted in the Stage Two classes to assess student progress.

The School continued to use the principles of Extending Mathematical Understanding (EMU) with all students across K-6 completing the Mathematical Assessment Interview (MAI) to enable teachers to target instruction at the student's point of need. The aim of this approach to Mathematics is to ensure all students have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division. Staff worked collaboratively during professional learning time to analyse the data and target the most vulnerable students. Special programs and activities were created to cater for these needs.

This year our staff used professional learning sessions to explore the use of assessment rubrics to analyse and evaluate student understanding of subject/content and then to explore ways to modify teaching practice where needed. Staff were given time to explore the benefits of using specific marking criteria and rubrics to assess student knowledge and practice. Opportunity was given to staff to begin developing and creating assessment rubrics suitable to different units of work with a particular focus on the strand of Writing and Representing in English.

This year our staff used the format of CASL meetings to focus on vulnerable students in classes. Stage teams met fortnightly to collaboratively form strategies to assist these students. These meetings encouraged professional dialogue with staff and developed their pedagogical practices.

All classes have a library lesson each week where they have one-to-one access to iPads. In library lessons, students are explicitly taught research skills and ways to present their knowledge and understanding in digital and multimedia formats. This year we continued to focus on the area of Coding. Students used a range of programs on both the iPads and laptops in their Library lessons as well as in their classrooms as teachers began incorporating part of the new Science and Technology syllabus strand of Digital Technologies.

The Learning Support team continued to work with both teachers and students to ensure that students who require differentiated programs could reach their potential.

In 2018, following analysis of the NAPLAN results, a select group of Year 3 students were targeted for explicit teaching of spelling using a Teacher Directed program. The Learning Support team continued to work with this group of children as they progressed into Year 4. This group of children had explicit spelling instruction 4 times a week for 20 minute lessons.

The School continued to offer a variety of extracurricular learning opportunities for all students. These included:

School choir, school band, art express classes, drama classes, gardening club and chess club. Our Stage 3 students participated in a 'round robin' public speaking competition against schools in our Diocesan cluster. Our Stage 2 and Stage 3 students were involved in gifted and talented programs including Maths Olympiad/Maths Games as well as having the opportunity of attending programs run by outside organisations such as G.A.T.E.ways Education. These programs covered Mathematics, writing, critical thinking and problem solving. Individual gifted students were identified and then nominated by their class teacher to attend these workshops.

In 2019, a St Agatha's Year 6 student reached the Grand Final of the Diocesan Public Speaking Competition, placing 2nd overall.

The students continued to be given the opportunity to participate in team and individual sports, as well as cross country, athletics and swimming at Diocesan, Polding and state levels in softball, rugby league and AFL. This year all students participated in a Dance program run by outside agency Dance Fever Multi-sport.

## Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

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	93%	59%	0%	10%
	Reading	89%	54%	0%	10%
	Writing	82%	55%	0%	5%
	Spelling	73%	52%	2%	11%
	Numeracy	68%	42%	0%	11%
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	60%	37%	3%	17%
	Reading	66%	38%	3%	12%
	Writing	28%	19%	9%	18%
	Spelling	56%	38%	0%	13%
	Numeracy	50%	32%	3%	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 [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

Clear structures and processes have been established to assist students to be respectful and responsible. The School's Positive Behaviour for Learning (PBL) Team consists of parents, teachers, non-teaching staff and members of the Leadership Team, including the Principal. The PBL Team meets twice a term to discuss and respond to the needs that arise from the data collected across the School, in the playground and classrooms. Parents are informed of the PBL focus for the fortnight through the newsletter and on the school notice boards. This communication also includes the current PBL poster so that parents can continue the conversation and reinforce ideas at home. PBL posters are displayed around the School highlighting the school rules and the behaviour matrix. Posters are replaced regularly to reflect the focus for the fortnight.

During Term 4 of 2019 students participated in school wide PBL lessons across the school in multiage groupings. These lessons were linked to Social and Emotional skills and their connection to our three school rules. This was a great success for both staff and students. This initiative developed positive relationships and friendships across year levels. It also ensured the PBL rules were taught consistently across the school.

---

## School Improvement

---

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

In 2019 the School has been working towards these targets:

#### **Goal 1 - Catholic Life and Mission:**

By the end of 2019, staff were able to determine grades in Religious Education based on dynamic assessment. This enabled us to have a more accurate picture of student learning.

#### **Goal 2 - Learning and Teaching:**

In 2019 our goal of developing critical thinkers and problem solvers was enhanced by implementing challenge before instruction pedagogy within the Mathematics block across all grades. Stage three students continued to work in Project Based Learning groups in HSIE where they had to use work collaboratively and use critical thinking skills to problem solve issues related to their task.

#### **Goal 3 - Pastoral Care**

In 2019 our goal to strengthen student SEL skills to optimise well-being was enhanced by school wide explicit teaching of these skills. This ensured all students were developing the language of social and emotional skills. These skills were then included in our biannual school report. Our further goal of developing a growth mindset was harder to measure and will continue to be a focus next year.

### Priority Key Improvements for Next Year

By the end of 2020 the School will work towards these targets:

#### **Goal 1 - Catholic Life and Mission**

To develop the students sense of Catholic identity and God's mission.



**Goal 2 - Learning and Teaching**

To increase the percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN data.

**Goal 3 - Pastoral Care**

To use the SEL Continuum to track Social Emotional Learning skills and identify lagging skills of students;

---

## 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

The School community is very enthusiastic, providing support for staff and children. Parents express their pride in this community and pride in the many outstanding achievements of the children. Throughout 2019, parents and carers had opportunities for development with information sessions run by the Catholic Schools Office and offered in the area of child development and spirituality. Our workshop on creating resilient children was very well received and the feedback from the parent community was very positive. We were also able to run some student and parent sessions with our local Police Youth Liaison Officer on cyber safety.

During 2019, a School Advisory Board was established. This board consisting of three parents and three staff members together with the school principal and assistant principal met twice a term to discuss and review the results of the school survey "Tell Them From Me" and to forge a way forward to continue and improve parent engagement and to develop a way to work in collaboration with the school P&F.

P&F general meetings also provide the forum for parents to review priorities. During 2019 a school fete was held with overwhelming support. A number of the parents in the community contributed by donating items, sourcing prizes and sponsors, setting up stalls, working in stalls and packing up at the end of the day. The day was a great success.

### Student satisfaction

The 2019 Student Well being Survey indicated a high level of student satisfaction with the School. Well being initiatives have had a significant impact on the School and students have indicated that the pastoral care and standard of teaching and learning provided to them was highly valued. The survey also indicated that students really valued their teachers and the learning opportunities they provided. Students also appreciated the friendships they developed with their peers. Students have indicated that they feel safe at School.

## Teacher satisfaction

Teachers have identified that they wanted to actively contribute to the direction of the School with their ideas and opinions. The School Leadership Team values this feedback and continues to provide opportunities for teachers to participate in strategic professional learning. Teachers have been invited to participate on the School Advisory Council. Members of the teaching staff are actively involved in professional learning teams and meet on a regular basis to share their understandings about contemporary pedagogy.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,119,350
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$599,740
Fees and Private Income <sup>4</sup>	\$1,219,101
Interest Subsidy Grants	\$7,255
Other Capital Income <sup>5</sup>	\$192,898
<b>Total Income</b>	<b>\$4,138,344</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$124,054
Salaries and Related Expenses <sup>7</sup>	\$2,991,918
Non-Salary Expenses <sup>8</sup>	\$1,156,268
<b>Total Expenditure</b>	<b>\$4,272,240</b>

### 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