

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Paul's Primary School

Felton Street, GATESHEAD 2290

Principal: Greg Cumming

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

About this report

St Paul'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 my pleasure to present the Annual School Report from St Paul's Primary School, Gateshead for 2019. St Paul's School is an integral part of MacKillop Parish, providing quality teaching and learning based on Catholic values, traditions and beliefs. The school fosters an atmosphere of mutual respect and tolerance where all differences are valued and appreciated. This community continues to recognise the potential and dignity of each student and provides opportunities for sequential academic development within a positive structure of spiritual, emotional and physical growth.

Results of external tests, planning and implementation of new programs of learning, cultural performances in the wider community and individual and team sporting successes clearly exemplify the progress and development that is central to the growth of this school.

The staff of St Paul's also need to be acknowledged for their ongoing commitment to the education of all students, for their participation in school based initiatives and for the care and concern taken to ensure every child reaches their full potential

The dedicated commitment of parents to the education of their children is reflected in their involvement and contribution to a wide range of activities and celebrations at St Paul's. We are encouraged by and always grateful to the many parents who give so freely of their time and efforts to support the staff and students in all new and ongoing initiatives. Their active involvement in fundraising and continued assistance in the school's many diverse academic, social, sporting and maintenance programs is always appreciated.

2019 was a year of celebrations, achievements and progress in the academic, cultural, sporting and social domains. The character of St Paul's Primary School is a reflection of the collaborative partnerships that exist with this community of students, parents and teachers.

As the principal of St Paul's, I feel very blessed to be part of such a vibrant learning community.

Greg Cumming

Parent Body Message

The St Paul's Parents and Friends Association have been meeting in the school library on the first Wednesday of the month during 2019 to organise fundraising events and to discuss issues that are important to our school community.

Many fundraising events were organised by the P&F in order to raise additional funds for St Paul's, including the Welcome BBQ, the Easter raffle, a Halloween school disco, Mother's Day Breakfast, Father's Day BBQ Breakfast, and the selling of chocolate boxes. The school community were enthusiastically involved in all of these events and as a result we raised thousands of dollars for additional resources for the students of St Paul's.

The P&F would like to take this opportunity to acknowledge and thank all of our volunteers. This is the last year that we will be the P&F Executive Committee with most of us having served in our positions for the allowed three years, and will be handing over to a new Executive Committee next year. We could not have raised the funds and run successful events without your support!

We would therefore like to take this opportunity to officially express our thanks and gratitude to all of the parents that supported our fund raising events, the students of St Paul's, the teaching and support staff, and especially to our school Principal Mr Greg Cumming and Assistant Principal Ms Meg Smith who were present at all our meeting over the last three years!

Melinda Sawang (President), Edna Martin (Vice President), Emilia Muraro (Treasurer), Mary Milevski (Secretary) and Rebecca Woodrow (Publicity Officer)

Student Body Message

The School Student Council at St Paul's is elected annually by the Year 2-6 students and staff. All Year 5 students have the opportunity to nominate their peers for the election process. As part of this election process students are asked to address the school community with a prepared speech. The Council is comprised of six representatives who worked with the Year 6 teacher and the Principal throughout the year.

The main role of the Council was to initiate goodwill and camaraderie within the school. The Council also liaised between staff and students, acted as role models for the younger members of the school community and organised school activities for fundraising and fun days to build school spirit. Sport Captains are also elected leaders and important members of the student body. They are invaluable as helpers during school sporting carnivals as well as organising sport equipment for distribution on a daily basis.

The Mini Vinnies Team was very active during 2019. A number of fundraising events were held to contribute towards social justice St Paul's Student Council would like to acknowledge the school for enabling us to develop our leadership skills and for the privilege of representing St Paul's at external events. We grew in ability and confidence to run Friday assemblies as well as organise school events and represent the school in the wider community.

School Features

History of the School

The Parish of St Paul's Gateshead was established in 1963. St Paul's Primary School, staffed by the Sisters of St Joseph, opened in May 1964. The vision of the Parish Priest at the time, Fr Roger Kennedy, resulted in the purchase of large parcels of land which enabled these initial constructions as well as future extensions. Lay teachers have staffed the school since 1984. Government grants resulted in the construction of a new school, relocated to a different position on the same site, which opened in 2002. Subsequent grants resulted in extensions to our Creative Arts area, extended the school canteen, provided a covered seating area and a magnificent IT learning area as well as a multipurpose hall, which is shared with St Mary's Catholic College. The vision of Fr Roger Kennedy and the Sisters of St Joseph continues to be our focus as we continue to build a school community based on gospel values which are instilled in and practised by all members of our school community.

Location/Drawing Area

St Paul's Gateshead is located on the eastern side of Lake Macquarie. It is one of two Catholic primary schools that serve the families of MacKillop Parish. However, we are an inclusive school and accommodate applications from other areas where families have students with specific disabilities or siblings enrolled in St Mary's Catholic College. Therefore, St Paul's students represent a wider geographical area than that included in Parish boundaries.

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
136	149	18	285

* 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 92.82%. 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
94.37	92.09	93.76	93.37	91.27	91.42	93.44

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	32
Number of full time teaching staff	10
Number of part time teaching staff	12
Number of non-teaching staff	10

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

In 2019 a number of staff development days were spent engaging in learning to improve outcomes for children at St Paul's.

Simon Brooks spent a day with staff exploring the concept of *Cultures of Thinking*. Cultures of Thinking is an approach based on research from Harvard University. They are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the twenty first century skills of critical and creative thinking. [Simon Brooks](#) is an international speaker who works with schools and educators around the world interested in building Cultures of Thinking, where children delight in their learning and develop deep, meaningful and lasting understanding through the process of becoming critical and creative thinkers

One SDD each year is dedicated to deepening the spiritual life of teachers in Catholic Schools. In 2019 staff spent a day with [Jonathan Doyle](#). Jonathan is a former teacher who has delivered live seminars to over 300,000 people, completed years of post-graduate study in education and relationship studies and continues an endless quest for insights, ideas and systems that can help teachers break through barriers into a new level of life, service and purpose. With St Paul's, staff he explored the "Tool, f& Fuels; How Catholic teachers can become saints, beat burnout and save the world", based on his book of the same name.

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)

OUR MISSION

St Paul's Primary School is a welcoming learning community inspired by the Gospel values of Jesus. As we nurture citizens of the future, we foster an inclusive learning environment based on collaboration, respect and the love of one another.

OUR VISION

For children to grow in knowledge, faith, love and the ministry of Jesus, the staff at St Paul's Primary School will strive to:

- Develop children's awareness of Christ's presence in the world and its people
- Promote a sense of the tradition of the Church and understanding of Catholic heritage, while accepting the beliefs of others
- Support parents as primary educators in preparing their children to take a responsible place in the wider world
- Foster a love of learning that is inclusive and encourages creativity and reflective thinking
- Recognise and develop gifts and talents and celebrate the achievements within the individual, group and wider community
- Develop children's awareness of cultures and their place in the global community
- Create a safe and nurturing environment that is a place of harmony and humour
- Instil a sense of resilience and wellbeing in our children

- Cater for the individual as well as offering a broad and balanced curriculum in the seven key learning areas

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 Paul's Primary School, Gateshead, honours its commitment to quality Catholic education through its provision of high quality educational programs by which each child is enabled to reach their full potential.

We are a community of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Paul's is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

During 2019, St Paul's received funding under the School Improvement Plan (SIP) and this was used to establish a number of academic focuses. The basis for the improvement of student outcomes was a focus on improving Guided Reading practices and strategies across all grades. There was also a focus on teacher performance and development through the PP&D process based on AITSL standards.

A 0.7 specialised Learning Support Teacher continued to work at St. Paul's throughout 2019 and implemented a variety of intervention programs that address key outcome growth for targeted students.

Development of reading was the main focus for many students and a number of staff delivered the 'MiniLit' reading intervention program. This has realised significant reading development for students who were below grade level.

The Learning Centre continued to focus on small groups of K-2 students who needed assistance to reach literacy and numeracy benchmarks identified by teachers using various assessments, including PATReading, PATSpelling and PATMaths. Graded groups were withdrawn for levelled instruction in targeted areas and results were very pleasing.

Students were provided with the opportunity to participate in the UNSW ICAS assessment programs in the areas of Science, Computer Skills, Writing, Spelling, English and Mathematics with an increased number choosing to participate. All grades participated in the Premier's Reading Challenge. A significant group of Years 5 & 6 children participated in the Newcastle Permanent Maths Competition. Year 6 students also participated in the Religion Literacy Assessment.

Opportunities were provided for our more able students in Science and Maths. Children participated in Maths Olympiad and Maths Games, conducted by The Australasian Problem Solving Mathematical Olympiads (APSMO). APSMO is a not-for-profit, professional organisation that offers a range of mathematical competitions for students aged from around eight to 14. The programs are unique in that they focus on the students' ability to solve mathematical problems in a creative manner - as opposed to simply reaching a solution using a prescribed method.

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	56%	57%	9%	11%
	Reading	53%	53%	3%	11%
	Writing	53%	51%	3%	6%
	Spelling	50%	48%	6%	13%
	Numeracy	46%	40%	0%	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	44%	34%	8%	17%
	Reading	36%	37%	10%	12%
	Writing	23%	17%	5%	19%
	Spelling	33%	34%	8%	14%
	Numeracy	26%	29%	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 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

The school staff are aware of the diversified needs of this particular school community and therefore values education and social justice issues were all highlighted regularly throughout 2019. Involvement in community service was ongoing as staff and students responded to the welfare of others.

The school continued to teach our three school rules of We are Respectful, We are Responsible and We are Learners.

The inclusion of the "Positive Behaviour for Learning" (PB4L) program continues to drive and inform our mission to instil respect and responsibility in the every day life of St Paul's. A value/attitude became a teaching focus for a fortnight and students were rewarded for their efforts to address the focus.

The National Anthem, accompanied by members of staff on guitar, was sung at every assembly to commence the week, with expectation that each child will know the correct lyrics. At this same weekly assembly, an Acknowledgement of Country was recited.

The Charlestown Community ANZAC Day service was attended by representatives of staff and students. An ANZAC Day liturgy was held in the school grounds.

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

Our Literacy focus for 2019 was to improve the way we implement Guided Reading within the literacy block. As this teaching/learning time is explicit instruction, we worked to ensure students were getting the instruction they required to become better readers. We used video analysis of good practice to review our own practice. We also analysed reading data to ensure our strategies were making a difference.

The second focus for our literacy block was to continue to embed the explicit synthetic phonic/spelling strategies introduced in 2018 based on the Sound Waves program. Sound Waves uses a sound-to-letter strategy which acknowledges that sounds can be represented more than one way in written form. This approach focuses first on phonemes – the basic units of sound. It then explores the letters that represent these sounds and how they can be put together to form written words.

St Paul's continued on-line ACER PAT testing across Maths, Reading and Spelling. Data was again gathered towards the end of 2019 to look for evidence of growth and further inform our direction for 2020.

In 2019 we had a focus on Cultures of Thinking, an approach based on research from Harvard University. Cultures of Thinking are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the twenty-first century skills of critical and creative thinking. The school engaged international speaker, Simon Brooks, to work with the staff to develop our skills in Cultures of Thinking.

Priority Key Improvements for Next Year

In 2020 we plan to have a major focus on Cultures of Thinking, an approach based on research from Harvard University. Cultures of Thinking are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the twenty-first century skills of critical and creative thinking. The school will engage international speaker, Simon Brooks, to work with the staff to develop our skills in Cultures of Thinking. He will work in the school on five occasions. He will train a small group of teachers to be Cultures of Thinking leaders within the school. These teachers will plan and implement professional learning for the rest of the staff. Teachers will meet individually with Simon to plan and implement 'action research' projects within their class that will improve aspects of creating their classroom as a 'culture of thinking'. Simon will return later in the year to evaluate the program as a 'critical friend'. By engaging in a Culture of Thinking, all outcomes for all children in all KLAs should improve.

More specifically, the staff will work on improving and embedding spelling skills across the whole school. This will be done by training all teachers in *Heggarty's Phonemic Awareness* as well as implementing 10 minutes of explicit teaching of spelling skills within the Literacy Block and incorporating spelling activities in literacy groups. Our major spelling resource will continue to be *Sound Waves*.

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

The level of parent involvement at St Paul's continues to grow and reflect a high degree of satisfaction with the school. Parents feel included in a wide variety of activities that happen at the school. The P&F Association is well supported at meetings and fundraising activities. Enrolment at St Paul's continues to grow which is also a reflection of community satisfaction. In 2019 we established a twelfth class to accommodate increasing enrolments which also reflects community opinion of the school. Some of the elements of St Paul's that are regularly highlighted by parents are the caring approach to students, the welcoming environment, the high expectations we have of students, as well as the well-equipped learning spaces.

Student satisfaction

Student satisfaction is very apparent at St Paul's. Students always demonstrate respect and tolerance of each other and their satisfaction is obvious through their involvement with others and school activities. Students have a warm relationship with staff which adds to the level of feelings for St Paul's and the safe learning environment they enjoy. When asked informally on the playground, "What's good about St Paul's?" children responded with....

"My friends."

"The teachers"

"Using our devices!"

"The fun learning."

"Using the greenscreen studio to make videos."

"Sport."

"Playing on the field!"

"Playing handball."

"Our cool furniture in Years 5 & 6!"

Teacher satisfaction

The staff at St Paul's is a cohesive group that clearly reflects our philosophy that every child is our concern not just the children in our class. Staff regularly voice their satisfaction with the quality and diversity of resources, the opportunities for professional learning, and the generosity and support from parents. Staff are also very satisfied with the level of support provided in classrooms by the Learning Support Teacher and the Learning Support Assistants. During 2019 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

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	\$2381296
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$696439
Fees and Private Income ⁴	\$482523
Interest Subsidy Grants	\$3917
Other Capital Income ⁵	\$127592
Total Income	\$3691767

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$242260
Salaries and Related Expenses ⁷	\$2655549
Non-Salary Expenses ⁸	\$858780
Total Expenditure	\$3756589

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