



# 2019

## ANNUAL SCHOOL REPORT



### St John Fisher Catholic Primary School

Hicks Lane, TUMBI UMBI 2261  
Principal: Mr Barry Shanley  
Web: [www.sjfdbb.catholic.edu.au](http://www.sjfdbb.catholic.edu.au)

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## About this report

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St John Fisher 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](#).

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## Message from key groups in our community

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### Principal's Message

The focus of 2019 was to evaluate the previous six-year cycle of strategic planning through the school review process. The culmination of the review brought together an eminent panel of educational specialists to consider the reflections of the community and to make recommendations for the next strategic cycle. There was considerable energy from the staff, students and the parents through the process which was appreciated and built a strong foundation for future planning.

The panel noted that, "It is evident that the School has initiated activities to improve student learning outcomes in targeted areas. Staff capability is being developed in pedagogy and data informed practice. Improvements have been significant. Maximising future development and impact will require the articulation of a school learning framework which facilitates staff alignment to the School's strategy and thus provides a consistent and effective learning experience for all students, families and staff."

The panel offered the following overarching recommendation, "That the School engage in a facilitated process to articulate a School Learning Framework (underpinned by the Broken Bay Learning Principles) starting with the question: What does learning look like at St John Fisher School? This will necessitate a defined methodology for implementation through the School Improvement Plan 2020-2022."

### Parent Body Message

The parent body appreciated the various methods offered to share our insights through the School Review Process as well as the continued role of the integration of the school advisory function through the P&F Association. We felt very confident that the review was a transparent and comprehensive process that will give valuable recommendations for the future of St John Fisher Catholic School.

The School community was drawn into the life of the school through the many school functions such as the 'Big Arvo' and Grandparent's Mass and morning tea. During these occasions members of the community were welcomed into the school and classrooms. Students enjoyed the disco and parents came together socially on various occasions to build community and provide support for each other. Many parents took the opportunity to visit the classrooms during the Learning Showcase offered by all classes to highlight the many and various forms of presentations by the students.

The parent body noted the commitment of the staff in bringing out the best in every child in their learning and their social development and were very proud of the growth and achievements of our children. The courses that were offered were well attended and appreciated by the parents included Tuning into Kids which was a significant six-week program exploring emotionally intelligent parenting.

### Student Body Message

Some of the highlights of 2019 included experiences of being involved in many extra-curricular activities including public speaking, debating, rugby league, rugby union, soccer, netball, cricket and touch football.

We were very thankful to our parents for organising events such as the sport-a-thon and discos, and to the teachers for all the extra time they spent with us organising events such as the excursions, camps, and choral festival, as well as supporting the many sporting teams.

2019 was an outstanding year for all students at St John Fisher Catholic School. We worked together with the teachers, staff and parents to strive for our very best in all areas. We shared our voice in several areas including the School Review. We took delight in sharing our achievements with parents through the Learning Showcase as well as the many events at which we were able to share our learning with our families.

We were very happy to be able to take some quiet time on the playground in our new labyrinth and prayer space. This was a particularly special area during our Easter Liturgies.

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## School Features

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St John Fisher Catholic Primary School Tumbi Umbi, is a Catholic systemic co-educational school. The School commenced in 1988 with a composite class of Kindergarten / Year 1 children and has subsequently grown to reach its potential of a two-stream school. There are approximately 350 students from Kindergarten to Year 6 enrolled at the school. We have an engaged parent body who want the best for their children, and who offer ongoing support to the school. The desire for the children to grow up with a love of God and a relationship with Jesus, which will lead them to an understanding of their place in the world, is a common desire of stakeholders. Weekend Masses and weekday Masses are celebrated in the Mass centre at St John Fisher as an integral part of the Wyong Catholic Parish community. Teachers, clergy, parents and staff work together to ensure that all children are learning in a supportive and friendly environment and strive towards authentically living the school motto of "Growing in Faith and Knowledge".

The School is located on a beautiful 2.5 hectare property with a Mass centre, fourteen air-conditioned classrooms, an administration block, learning and resource centre (LARC), a multipurpose hall, a covered quadrangle and a covered outdoor learning area (COLA). The School has two large grassed playgrounds for the children to play. The LARC is integral to the school's learning environment and is accessed by students at least once per week during library lessons. It is well resourced with regard to contemporary learning technologies. Additional information about the facilities of the School can be found on the school website.

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## Student Profile

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### 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
196	154	12	350

\* 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 90.91%. 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
91.70	93.26	93.41	93.08	93.09	91.44	79.69

### 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).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	30
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	8

### 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: School Review Data and Reflection

Day 2: Setting our Future Directions

Day 3: Spirituality – Shared Beliefs

Mathematics continued to be a major focus of professional development in 2019. The Mathematics learning team continued to develop their knowledge through attendance at the regular professional learning community meetings and passed these learnings on to the staff. The Mathematics learning team worked with the staff to analyse trend NAPLAN data in Mathematics focused on improving the growth of students from Year 3 to Year 5. The Mathematics coordinator worked with Stage 2 teachers in the co-teaching model. This involved analysing learning needs, developing strategies, modelling of the teaching and then observation of the teacher using the new strategies in the classroom.

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## Catholic Identity and Mission

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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.

In 2019 the School continued to build on the increased involvement and engagement of the students and the parents in the life of the Parish, through the Liturgy as well as the Sacramental programs. Different grades of students experienced the Parish Mass with the parishioners on Tuesdays and Fridays. Twice each year, for the Friday Mass, each grade would invite their family and take a very active role in the preparation of the Mass. The numbers of family members drawn into these celebrations continued to grow, embedding the changes into the culture of the school.

The Religious Education (RE) coordinator worked closely with parish coordinators and parents at all Sacramental education programs as well as the celebration of the Sacraments. The teaching and learning programs were also closely linked to support the program. Families were kept in close contact with the religious and spiritual life of the school through weekly inserts in the newsletter. The Family Liaison Officer (FLO) coordinated spiritual reflection mornings with parents; these were well attended in the community room, and much appreciated. The students integrated the labyrinth and prayer space into the liturgical life of the school through a class-based Easter Reflection.

Several staff again attended the Diocesan program, 'Sweeter than Honey' and began to integrate the strategies into their teaching of Religious Education and share them regularly at

professional learning meetings. The engagement of students in Religious Education lessons was selected as the strategic direction to move forward into the next strategic cycle.

In line with the overarching recommendations of the school review, the staff experienced a Staff Development Day which reflected on the 2019 themes of discernment of the National Plenary Council, then developed shared understandings on our role as a Catholic school based on reflections of the Apostles Creed.

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## Curriculum, Learning and Teaching

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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.

Mathematics continued to be a major focus of professional development in 2019. All students again completed the Mathematical Assessment Interview (MAI) in the first weeks of school and teachers came together to analysis the MAI data in order to inform classroom practice. A significant number of the weekly professional learning meetings were assigned to the development of the goal. As a result of the analysis, teachers arranged their class into groups of students with similar needs and worked to integrate learning strategies to address these needs.

The Mathematics learning team continued to develop their knowledge through attendance at the regular professional learning community meetings and passed these learnings on to the staff. The data gathered through the MAI informed the makeup of an Extending Mathematical Understanding (EMU) group with vulnerable students in Year 3. Staff members who were trained in EMU continued to develop their knowledge throughout the year by attending focused professional learning.

The Mathematics learning team worked with the staff to analyse trend NAPLAN data in Mathematics focused on improving the growth of students from Year 3 to Year 5. The Mathematics coordinator worked with Stage 2 teachers in the co-teaching model. This involved analysing learning needs, developing strategies, modelling of the teaching and then observation of the teacher using the new strategies in the classroom. Staff meetings continued to draw on the research and practice of Professor Peter Sullivan including the theory of the zone of confusion. Staff worked together developing open ended questions to shape the learning in the classroom.

## 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	70%	59%	5%	10%
	Reading	65%	54%	5%	10%
	Writing	75%	55%	0%	5%
	Spelling	55%	52%	3%	11%
	Numeracy	38%	42%	8%	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	34%	37%	13%	17%
	Reading	57%	38%	6%	12%
	Writing	13%	19%	15%	18%
	Spelling	43%	38%	13%	13%
	Numeracy	13%	32%	17%	14%

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## Pastoral Care and Student Wellbeing

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### 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

There were a number of key initiatives to promote our school values of respect, responsibility and reconciliation throughout 2019. The area of pastoral care was one of the three main areas of the school review and involved consulting with staff, students and parents to listen attentively to what the strengths and areas of need were for the next strategic cycle.

An overarching recommendation of the report was to develop clarity around shared beliefs and understandings which would become the foundation of a positive learning environment for all.

In response to the recommendation, a staff development day was held in term 3 which considered insights from staff to develop procedures in relation to broad beliefs, vision and mission statements as well as learners' capabilities. These drew on the Social and Emotional Continuum outlined in the National Curriculum.

### **Vision Statement**

Our vision is to create a school in which students Grow in Faith and Knowledge, instilled with the values of Respect, Responsibility and Reconciliation

### **Mission Statement**

As the community of St John Fisher Catholic School we work together to create a motivating and supportive learning environment in which we will:

- empowers students to be enthusiastic and collaborative learners;
- encourage students to think deeply about how they can grow to be the best person for themselves and for their community;

- inspire students to be disciples of Jesus Christ.

### **Capabilities, Skills and Qualities**

As a community we seek to develop citizens who:

- Possess a positive sense of self awareness
- Manage emotions, thoughts and behaviours
- Develop positive relationships
- Engage actively in learning
- Collaborate with others
- Develop an ability for deep thinking



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## School Improvement

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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

The key improvements for 2019 included:

In the area of Catholic Mission, the goal was to increase the student's engagement in their experience of Religious Education including:

- Staff built knowledge of the Broken Bay professional learning initiative focussed on the teaching of the scriptures - Sweeter than Honey.
- The parent community were drawn into the Sweeter than Honey Initiative through regular newsletter messages and an education session at the Term 3 P&F Meeting.

In the area of Learning and Teaching, the goal was to achieve the goal of improving student learning outcomes in Mathematics including:

- Analysis of MAI Data in order to inform classroom practice.
- Introduction of co-teaching model in some grades.
- Staff Meeting to analyse Mathematics Trend NAPLAN data.

In the area of Pastoral Care, the goal was to further develop and sustain positive relationships between the school, parents and students which was evidenced by:

- Development of an inclusive Pastoral Care Team.
- Ongoing professional learning and sharing to ensure consistent implementation of the school behaviour policy.
- Parent Information Sessions and courses held informing on development and implementation of the new policy and new school practices.
- Development of a data collection tool and data used to inform practices.

## Priority Key Improvements for Next Year

The Key Improvements that were put forward for next year are:

The Mission goal is to increase student engagement in RE experiences including to:

- Establish an RE team to investigate ways to make RE more engaging.
- Schedule PL to support achievement of targets; this includes the development of engaging units of work.

The Learning & Teaching goal is to improve student outcomes in Mathematics, appreciating that being numerate adds to their understanding of the world including to:

- Establish school Mathematics growth expectations including assessment practices.
- Strategically collect and analyse robust evidence to inform teaching and learning programs.
- Develop a PL framework for Mathematics; collaborative problem solving at Year levels.

The Pastoral Care goal is to improve student wellbeing with a focus on positive behaviour for learning including to:

- Review the work of the wellbeing team to develop a tiered approach to student wellbeing.
- Explore the use of tools to track, monitor and analyse student wellbeing data; this includes analysing the results of respective wellbeing surveys for staff & students.
- Review, clarify and communicate school-wide beliefs, values and expectations.
- Integrate and explicitly teach school behavioural expectations and SEL competencies through PDHPE.
- Schedule PL to support achievement of targets.

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## Community Satisfaction

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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

During the process of school review the parents were surveyed on areas of satisfaction which included:

- The faith and Religious Education aspects of the school were prominent and effective.
- Teachers and the school principal are very accessible to parents.
- Written information from the school is in clear, plain language.
- Parents feel very welcome.
- Parents feel their children were included and treated fairly.

Some of the areas which could be considered for development in the future include:

- Clarity around the expectations regarding communication between home and school.
- More information around the learning of the children.

### Student satisfaction

During the process of school review the students were surveyed on areas of satisfaction which included:

- Students felt they were taught about Catholic values and had opportunities to engage in social justice initiatives.
- Students had a high participation rate in school sports.
- Students felt safe at school and felt they had an advocate they could turn to for advice both at school and at home.

Some of the areas which could be considered for development in the future include:

- Clearer expectations that would make sure all students followed the rules.

## Teacher satisfaction

During the process of school review the teachers were surveyed on areas of satisfaction which included:

- Areas of the storage and sharing of learning programs are more effective.
- Teachers effectively assist students with learning needs.
- Teachers work with parents to effectively identify issues that may be affecting student learning.
- Students with behavioural issues are handled more effectively.

Some of the areas which could be considered for development in the future include:

- Teachers note an importance in considering student voice.
- Improvement in learning behaviours.
- The school works effectively to provide students with opportunities to celebrate and develop their faith and understanding of the Catholic religion.

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## Financial Statement

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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>	\$2560538
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$726526
Fees and Private Income <sup>4</sup>	\$908346
Interest Subsidy Grants	\$14676
Other Capital Income <sup>5</sup>	\$164413
<b>Total Income</b>	<b>\$4374499</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$87575
Salaries and Related Expenses <sup>7</sup>	\$3338097
Non-Salary Expenses <sup>8</sup>	\$996181
<b>Total Expenditure</b>	<b>\$4421853</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