

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St John the Baptist PS

12 Victoria Street, MAITLAND 2320

Principal: Mr Peter Treloar

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

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## About this report

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St John the Baptist PS (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.

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## Message from key groups in our community

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### Principal's Message

I would like to say thank you for the welcome and acceptance you have shown towards me this year. I have had a terrific first year here at St John's and am very grateful to be part of this community. As I reflect over the year, I can't believe how eventful it has been. Some of the highlights for me in 2019 have been:

- the establishment of our school choir,
- the establishment our own OOSH Centre,
- the amazing dancing groups,
- the clever skipping groups,
- the construction of new play areas on the playground (still more to do in 2021!),
- the demolition of the old toilet block,
- the construction of the new toilet block,
- the establishment of the gardening groups,
- the yarnning circles,
- the Mini EV Solar challenge,
- the Bush Dancing,
- the public speaking competition,
- the debating competitions,
- gymnastics coaching,
- cricket gala days,
- touch football days,
- the creation of our new Yr 1 and Yr 6 spaces,
- the purchase and installation of a refrigerated drinking fountain and water re-fill station (saving plastic bottle purchases)
- the "Writing a Book in a Day" competition,
- the school performance night
- and of course, all the incredible learning that has taken place!

I would like to extend my heartfelt thanks to all those families and friends who have volunteered their time, services and gifts with us here at St John's. Without your support we would not be able to achieve all that we do or as well as we do it. Our volunteers help with things as varied as canteen assistance, Nice Nibbles, organising or lending a hand at fundraisers and barbecuing; they help out in the classrooms and on excursions; with craft activities and as chauffeurs and team managers and coaches. The list of tasks is immense, and the staff and students are so very grateful to all of you for your help and assistance.

I would also like to offer my sincere thanks to the wonderful staff I have the privilege of working with. Our teachers, support staff in classes and the office are all amazing and incredibly hard working. Their passion for children and learning is obvious every day and it is a joy to come to work in such a positive place each day. They always have the children's best interests at heart, and it is wonderful to be part of such a caring community.

My final thanks, I wish to extend, goes to all our students. Thank you for being the well-mannered, caring, happy to learn group of young people that you are. You have all grown in so many ways this year, not just in size, and you should be very proud of yourselves.

### Parent Body Message

As parents, carers and grandparents we have had the opportunity to be involved in most aspects of school life at St Johns. Parents have been involved in Reading Groups, sports activities, canteen, P&F, fundraising, gardening, Aboriginal yarning circles, library, masses, performances and excursions.

This is a real community school and people do enjoy being part of our school community.

The Parents and Friends of St John the Baptist Primary enthusiastically supports the teaching environment in which our children are educated and nurtured. As a committee we discuss and comment on the events and happenings within the school at monthly meetings. This forum for discussion provides valuable feedback for both staff and parents. The committee continues to assist with specific funding for specific items within the school community.

We also provided help with the maintenance of good quality literature in our school library.

Thank you to the families of St John's for their ongoing support of the P&F committee and in supporting the staff in the school as they educate our children.

### Student Body Message

We are so proud to be part of St John the Baptist Primary School. We have a lot of talented students at St John's which makes our school a happy and fun place to learn. We have a beautiful school and a great playground. We do lots of interesting things and participate in excellent activities. 2019 was a wonderful year and in particular we really enjoyed having weekly Visual Literacy lessons and the great time we had leading up to our school musical.



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## School Features

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### **History of the school**

St Johns is a Kinder to Year 6 Primary School. We are growing each year into a double stream school (2 classes in each grade). St Johns will have approximately 350 students at the beginning of 2020.

St. John's history began on April 7, 1856, when the foundation stone for the school was laid. The school as initially staffed by two Patrician Brothers who were followed by 2 lay teachers.

In 1866 the N.S.W. Colonial Government proclaimed a Public-School Act and issued a certificate to St. John's School accrediting it as a "Denominational School" under the Act. The Dominican Sisters began their role at the school on 16th September 1867. St John the Baptist still holds close ties with the Dominican Sisters.

Over the years many additions have been made to the buildings and structure of the school. In 2010 the school underwent major renovations and additions to facilities. The new works included construction of 5 new classrooms, a multi-purpose hall, administration block, library and computer suite, canteen and carpark.

The playground was redesigned with work done to create 2 football/soccer fields, lunch pergolas and tables and a concreted courtyard with artwork games.

### **Location/Drawing Area**

St John the Baptist is located in Victoria St which is close to Maitland CBD. It is bordered by Victoria and Lee Streets and is adjacent to St Mary's High School. Our student population comprises students who live in various suburbs and towns surrounding Maitland including Bolwarra, Largs, Gillieston Heights,

Wallalong and East Maitland. The school is located in and part of the Chisholm Region of schools in the Diocese of Maitland-Newcastle. Our students continue on to their secondary education at St Peter's High School.

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## Student Profile

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### 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
145	171	13	316

\* 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 92.71%. 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
92.10	93.20	91.70	93.90	93.50	93.20	91.40

## 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.



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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	27
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	8

### Total number of teaching staff by NESA category

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

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

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

### Professional Learning

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

## Summary of professional learning at this school

Staff development days in 2019 consisted of:

- Learning Through Play - Inside and outside Learning Spaces - Kim Moroney Education Officer Catholic Schools Office Maitland Newcastle
- The Dominican Story of St Johns Maitland. We were the First Dominican School in Australia!
- Aboriginal Spirituality and links to the St Johns Community - Wonnarua People

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## Catholic Identity and Mission

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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)

### **Catholic Imagination and Spirituality**

St John's promotes a very obvious Catholic Identity in numerous ways:

- Morning Assemblies commence with our School Prayer and one traditional prayer each term School foyer has symbols and icons of our Catholic identity and a large format sign our School Prayer is displayed in the school courtyard.
- Whole school, class and stage-based celebrations of Mass Celebration of liturgies with parents for Catholic Schools Week, Holy Week, Easter, Mother's and Father's Day Celebration of the Sacrament of Reconciliation for our senior classes
- End of Year School Awards including Christian Living, Exemplary School Spirit and Service to the Community Awards.
- Prayer opportunities for the children occur throughout the day and in recognising the needs of individuals we made time to pray for the special needs of family members, injured or suffering acute illness.

### **Family, Parish and Diocesan evangelising and catechesis**

The school actively participates in the life of the parish through:

- Regular contact with our priests
- Communication and collaboration with the Regional Youth Coordinator (ACTiv8).
- Contributions to the publication - Chisholm Connection

- Parish-based Sacramental Programmes.
- Close collaborative relationships with schools in the Chisholm Region and in particular, a close working relationship with our secondary schools St Peter's and St Mary's
- Supporting parish and diocesan initiatives by our presence at events and functions - for example, the Blessing and Re-opening of St John's Chapel (the original cathedral) in Maitland.

The school's involvement with the Diocese includes:

- Contact with diocesan groups, e.g. Centacare, Catholic Mission office
- Participation in Project Compassion - Caritas Australia and Catholic Missions.
- Contributions to the Diocesan newspaper Aurora
- Attendance at Called To Serve Mass and the Diocesan launch of Project Compassion, Diocesan Mission Mass and celebrations for Catholic Schools Week.
- Christian Discipleship

Staff meetings begin with a call to prayer. A variety of formats is adopted including formal collective prayers, video footage for reflections and opportunities for personal responses. This served as a reminder that we have a vocation in giving witness to gospel values.

Students had opportunities to put their faith into action through participation in raising funds for Project Compassion, Catholic Mission, Vinnies Winter Appeal and Rainbow Day.

Our Minnie Vinnies Conference continued in 2019 with students from Years 5 & 6. Our Year 6 students visited Opal and Benhome Aged Care Facility each term as part of our pastoral outreach. These events bear witness to one of our Mission Statements 'to embrace lifelong learning and make meaningful contributions to society'.

### **Religious Education and Curriculum**

The teaching of Religion at St John the Baptist occurs via the implementation of the mandatory Diocesan K–12 Religion Syllabus and Support Units in all classes throughout the school. The new units are being taught by Early Stage 1, Stage 1 and Stage 2 classes.

New resources included outstanding new Bibles for Years 5 and 6, extra bibles for Years 3 and 4 as well as several Teacher Resource books. This year classes displayed their learning in R.E. at school assemblies and through participation in liturgies during Lent, Holy Week and Advent, which served to highlight special days and the Church seasons. Our separate liturgies for the days leading up to Easter were a highlight. Our end-of-year Awards Night also promoted the importance of our school's emphasis on Living the Gospel with the presentation of three key Awards: Christian Living, Exemplary School Spirit and Service to the Community Awards. In all classrooms a sacred space that reflects the colour for the current liturgical season and various religious symbols are featured.

### **Initiatives Promoting Respect and Responsibility**

During 2018 our school community undertook a range of Social Justice initiatives which included contributing to Caritas, Catholic Mission and St Vincent de Paul. Our Year 5 and 6 classes formed a local conference of Minnie Vinnies. This group focussed on raising awareness of issues that have impacted our school community (playground tidiness, food waste,) as well as community issues (Vinnies Winter Appeal for clothing and blankets). Each term our Year 6 students took responsibility for planning and presenting activities for their visits to the elderly residents at Benhome Aged Care Facility. 2019 saw the introduction of the Young Leaders Program for our Year 5 students. This sits alongside our “You Can Do It” Programme, a program that focuses on building social, emotional and motivational capacity of our students. This has assisted our students to take responsibility for their own choices and actions.

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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, 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

School Improvement Plan

In 2019 our School Improvement Plan focussed on the following main areas:

- Introduce Staff to Aboriginal Spirituality and Dominican Charism
- To develop a spiritual formation framework, which includes staff, students and families.
- To continue the agreed recommendations for education of gifted students
- Implement agreed recommendations from the Early Learning Working Party, flexible and spaces and learning through play
- Support the implementation of quality pedagogical practices through curriculum differentiation that engage and motivate students resulting in overall improvements in literacy and numeracy
- Prepare teachers and emerging leaders to meet NESA accreditation requirements by providing information sessions and other professional learning activities

## 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	71%	57%	10%	11%
	Reading	60%	53%	10%	11%
	Writing	62%	51%	0%	6%
	Spelling	52%	48%	10%	13%
	Numeracy	54%	40%	8%	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	43%	34%	7%	17%
	Reading	57%	37%	4%	12%
	Writing	11%	17%	7%	19%
	Spelling	32%	34%	11%	14%
	Numeracy	54%	29%	7%	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 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](http://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

During 2019 Kindergarten and Year 6 students participated in the Better Buddies Program, established by the Alannah and Madeline Foundation. This program promotes caring for others, friendliness, respect, valuing difference, including others and responsibility. Each Kindergarten student was assigned a Year 6

buddy who assisted them especially in the first few weeks of school. Some of the bonds forged between Kindergarten and Year 6 children were very close. This was exemplified by our Year 6 students writing to their 'old' buddies (now in Year 12) to wish them success in the H.S.C. We also acknowledge the achievements of our students in all areas of curriculum and the living of Christian values through awards which are distributed at weekly assemblies.

Our Year 6 Leaders now lead the school assembly each morning which involves the National Anthem, School Prayer, messages and birthdays.

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## School Improvement

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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

#### Catholic Formation

- Reviewed the school's Vision and Mission Statement
- Provide opportunities for parents to participate in faith formation
- Implementing Making Jesus Real into the school

#### Learning

- Provide Professional Development in differentiated teaching & learning
- Provide high quality and contemporary pedagogical practice that engages students in their learning.
- Evidence based approach to the needs of early learners

#### Leadership

- Implement for beginning and emerging leaders in faith and other leadership domains

### Priority Key Improvements for Next Year

2020

After analyzing NAPLAN Data -

- Focus on Writing in particular Audience, Paragraphing and Sentence Structure

- Strengthening the transition to Kindergarten - Successful Foundations
- Learning Intentions and Success Criteria - embed in classroom planning and practice

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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, 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 opinions and ideas of parents, students and staff 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 staff.

The parents of St John's readily affirm the partnership they enjoy with the school. The palpable camaraderie that exists among the staff is noticed and appreciated by parents. The co-operative atmosphere in the school is also respected. Parents feel welcome to participate in the life of the school and they acknowledge the care and learning opportunities given to their children. St John's has a strong and positive relationship with the local parish and a culture exists in the school that is welcoming of all.

Parents and friends of St John's are keen to be involved in school and class events. Whole school and class assemblies, liturgies and masses, special celebration days are all widely patronised with the enthusiasm for supporting their children's education being obvious. Our parents appreciate the strong Catholic identity that is evident in our school.

### Student satisfaction

The students of St John's are very proud of their school. They wear their uniform with pride and place importance on their feeling of being a special and valued member of our school community. They show a great concern for the well-being of their fellow students and relationships between our children of all ages

are marked with respect and dignity for the individual. The children relish any opportunity to celebrate, perform, showcase or just enjoy the company of visitors to their school and classrooms. They demonstrate particular satisfaction in representing their school not only at sporting events but at events such as the Launch of Project Compassion, Way of the Cross

and ASPIRE. They are well mannered and courteous to each other, welcoming and inclusive of new students and respectful of the varying needs of each other.

They have a special ability to respond to students in need and have a mature sense of social justice. Our students articulate the great connection they have with their teachers and that they attend St John's which is a true catholic school.

### Teacher satisfaction

The staff of St John's value the strong Catholic identity of their school. They work closely and collaboratively to offer the best teaching and learning environment for their students. They have undertaken significant professional development to raise the level of outcomes for their students. They very much work in partnership with parents and value their assistance in classroom activities. The staff is appreciative of the new school facilities and the extensive resources which have been purchased to allow full implementation of curriculum. Our staff is stable and the retention rate is extremely high with one maternity leave the reason for the only change to staffing. All staff enjoy a harmonious relationship which is noticed and commented upon by parents and students. The collegiality of staff reflects positively on the tone of the school. St John's has a combination of very experienced teachers and young beginning teachers, all of whom share their expertise, talents and skills for the good of all the students at our school.

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## Financial Statement

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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 <sup>1</sup>	\$2460109
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$723020
Fees and Private Income <sup>4</sup>	\$622872
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$171237
<b>Total Income</b>	<b>\$3977238</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$213011
Salaries and Related Expenses <sup>7</sup>	\$2743682
Non-Salary Expenses <sup>8</sup>	\$990007
<b>Total Expenditure</b>	<b>\$3946700</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