

2015 ANNUAL SCHOOL REPORT



Holy Trinity Primary School, Granville

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Holy Trinity Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for Holy Trinity Primary School, Granville.

Holy Trinity Primary School is a part of the Catholic parish community at Granville, which provides hope and confidence, and a quality education to equip our children to participate in a changing society.

Two thousand and fifteen was a year of quality teaching and learning. Holy Trinity Primary School is a multicultural school with students coming from 23 different cultural backgrounds, which adds to the richness of life at our school. Religious Education, prayer and faith development are major parts of the curriculum and the culture of the school.

At Holy Trinity Primary School, the teaching of Christian values and the development of the whole child are central to our values and beliefs.

We value:

- our Catholic faith tradition
- the dignity of each individual
- the welcoming and hospitable atmosphere in our school

We believe:

- Every child has a right to learn and feel safe, secure, valued and respected.
- Parents and teachers are partners.
- The multicultural nature of our school is something to be celebrated.

Holy Trinity Primary School's motto of *Love, Serve and Hope* underpins what our school is all about. Our commitment is to engage students in 21st century learning, being creative, collaborative, communicative and critical thinkers.

The school reports to families twice a year with interviews being held in term 1, and following the mid year report. All aspects of the national curriculum are covered in each Stage. Committed and dedicated staff integrate technologies across the curriculum. The school enjoys the full support of our parents. In 2015 we continued to implement the Numeracy Now project which has changed the way we teach Mathematics to deep mathematical thinking where children engage in warm ups, rich tasks and reflection each day. Our literacy teaching and learning is very strong and supports all students learning at their individual level.

Parent

There is no formal parent body at Holy Trinity Primary School, but parent involvement is encouraged and invitations to parents and carers are extended at every level of school life. Parents lend their help and expertise in a variety of ways:

- as classroom helpers
- organising and running Mothers Day and Fathers Day stalls
- as helpers at sporting carnivals
- volunteering in the canteen two days per week
- attending assemblies and liturgies
- attendance at parent learning afternoons and evenings
- parent coffee club after assemblies
- parent class visits after assemblies

Parents are encouraged to give feedback on events that take place, to maximise the involvement and sense of community within the school.

Student

Many of the Year 6 students in 2015 had leadership roles within the school. There were four school leaders elected by their peers and teachers to represent the student body. These students possessed excellent leadership qualities and acted as role models for all students. They represented the student body when visitors came to the school as well as fulfilling duties during the school day such as assisting at assemblies.

Eight colour house captains were also elected to represent their sporting house. These students were responsible for leading their teams at carnivals and for managing the daily use of sport equipment on the playground.

The liturgy committee was made up of ten students. They assisted the Religious Education coordinator to set up for mass and they also assisted during the mass.

Students from Year 5 were selected to be library monitors in 2015. These students assisted the librarian in returning and shelving books, and they also assisted other students that came to the library during lunch time to borrow books and play board games such as chess.

In 2015 a number of Stage 3 students were given the opportunity to be a part of the Holy Trinity Granville Media Team, while other Year 6 students were support leaders, supporting fund raising and care of younger students.

In 2015, students in Year 6 participated in a band program facilitated by Delany College and the Captivate team. Year 4 students participated in the A3 choir program co-ordinated by the Captivate team.

Who we are

History of the school

Holy Trinity Primary School was established in 1885. It was founded by the Sisters of St Joseph and continued under the Sisters' administration until 1976 when the first lay principal, Miss Shirley Reid, was appointed. The school has seen many changes with building programs taking place in 1913, 1934, 1964 and 1995. In 2009, the school received Australian Government funding as part of the Building the Education Revolution (BER). There were two components: the National School Pride (NSP) program with work carried out in 2010 and the Primary Schools in the 21st century (P21) program with work completed in term 4, 2010.

During 2011 the office and staff resource area underwent a refurbishment. A 'Friends and Fun for Kinder and Year 1' play area was set up and artificial grass and soft fall were added to the playground and undercroft area, making these areas more appealing. Playground games were also painted on the playground.

In keeping with our Josephite charism, in 2015 a Junior Joeys' group was established in primary grades with the motto, 'never see a need without doing something about it'. This group carried out activities around social justice within the school community.

Location/drawing area

The school is located in Granville and serves the parish of Holy Trinity.

Holy Trinity Primary School is a small school and draws on students from Granville, Merrylands, Guildford and a number of other suburbs. School spirit is a high priority and parents are encouraged to build happy working relationships with members of staff.

At Holy Trinity Primary School 95% of the children come from language backgrounds other than English. The Lebanese culture forms the dominant group and makes up 46% of the student population. Twenty three languages other than English are spoken as the first language of the children.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	16
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	13
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	3
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.8
Percentage of 2015 teaching staff who were retained from 2014	93

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Whole-school masses were regularly celebrated during the Friday Parish Mass and other significant occasions such as the beginning of the school year, Catholic Schools Week, Mothers Day, the Feast of the Holy Trinity and St Mary MacKillop's Feast Day. Liturgical celebrations also took place during Lent, Easter and Advent. Students were involved in daily class prayer and Year 6 students formed a liturgy team. Students in Years 3 to 6 received the Sacrament of Reconciliation each term.

The school gathered for prayer each morning and the Angelus was recited every day. The Rosary was recited during the month of October. In many classes, the children were responsible for organising liturgies. There were whole-school liturgies during 2015 for a variety of celebrations. Some were celebrated with Delany College, Granville. Staff prepared and presented prayer for each other once a week.

Social Justice

Both staff and students participated in Project Compassion fundraising with special mufti days held to raise money on Ash Wednesday for Caritas and during Mission Week for the marginalised in our community. Each class and staff member donated gift vouchers for the Holy Trinity Parish St Vincent de Paul Christmas Appeal. A Junior Joeys' group was established in the school to promote and nurture social justice.

School home and parish partnerships

The school has a close relationship with the parish priest and there is a regular liaison between school and parish. The school supports the parish-based Sacramental programs. Mass and liturgy times for major parish celebrations are listed in the school newsletter. There has also been a continued strengthening of ties with Delany College, as evidenced by a combined Ash Wednesday liturgy, a Holy Week prayer liturgy, and celebrating Mothers Day together.

Parents were invited to, and included in, special liturgies and school celebrations. Families were encouraged to recite the Angelus and the Rosary at home. They were also involved in the school as helpers in the classroom, on excursions and at sporting events and fundraising activities. Parent teacher meetings were held formally in February and July, and at other times when necessary. Two numeracy workshops were offered to support parent involvement. Parents were invited to visit classes after assemblies and to have morning tea with the principal. Special parent only events are organised through the school each year.

Religious Education

The Parramatta Diocesan Religious Education syllabus, *Sharing Our Story*, was used in each Stage with a sample pathway being the starting point for each unit. Teachers were encouraged to adapt the learning/teaching strategies for *Sharing Our Story* to the needs of their students. The Religious Education program was supported by the *To Know, Worship and Love* text (from the Sydney Diocese). Assessments reflected the use of English as a Second Language (ESL) guidelines and catering for individual differences. 'Exploring Scripture' kits were used for 'breaking open the Word'. Students in Years 4 and 6 completed the Religious Literacy Online Assessment.

The Religious Education program at Holy Trinity Primary School values the children's life experiences and encourages them to discuss, question and make judgements and decisions. Children are encouraged to express their new insights through actions and they are given opportunities to reflect and respond at appropriate levels. Children regularly engage in prayer and liturgical celebrations.

Professional Learning of staff in Religious Education

In 2015 professional learning in Religious Education was focused on understanding the value and implementation of word walls to support student comprehension of Scripture passages studied, as part of each *Sharing Our Story* unit. This was achieved through professional learning experiences based on readings, staff meeting activities and instructional walks by all

teachers throughout all classrooms. A strong focus of professional learning was also placed on effective use of the theological background from *Sharing Our Story* for each unit of work. This allowed the teachers to extend their knowledge of Scripture and develop teaching and learning experiences for the children appropriate to their age and stage.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	92	94	56	73
	Literacy	96	95	60	72
	Reading	100	95	68	71
	Writing	96	96	88	76
	Spelling	96	93	60	65
	Numeracy	92	94	42	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	87	93	47	61
	Literacy	97	93	53	57
	Reading	100	93	47	58
	Writing	97	92	63	52
	Spelling	93	93	57	61
	Numeracy	93	95	23	56

NAPLAN results demonstrate that 68% of students in Year 3 scored within the top three bands in reading and in Year 5, 47% of students scored within the top three bands in reading. Based on this data, the school has implemented targeted programs to increase reading and comprehension across all areas of the curriculum Kindergarten to Year 6 (K-6).

In Year 3 88% of students were in the top three bands for writing and in Year 5, 63% of students were in the top three bands for writing, exceeding national standards.

In spelling 60% of children in Year 3 scored within the top three bands and 57% of students in Year 5 scored in the top three bands.

The school acknowledges and supports the need to improve grammar and punctuation and spelling across the school and is implementing programs that will ensure students will receive feedback and explicit teaching to use correct spelling, grammar and punctuation each day when writing.

Analysis of these results supports the direction the school is taking in terms of intervention programs and supporting student learning. The school acknowledges and supports the need to improve numeracy results in both Year 3 and Year 5 and has implemented the Numeracy Now project to develop and facilitate growth. The school continues to have in place programs to develop and facilitate growth.

Our NAPLAN data indicates that 92% of students in Year 3 are meeting the national minimum standard in Numeracy and 93% of students in Year 5 are meeting the national minimum standard in Numeracy. Our strength in Mathematics is in the strands of data, space and geometry where more than 70% of our students are achieving over the minimum standard.

Our challenge and area for growth in Numeracy are to extend the number of students to achieve in the top three bands in number, patterns and algebra, especially in Year 5. We are addressing this through an Extending Mathematical Thinking specialist in the primary grades as part of our Numeracy Now Project.

School curriculum

Additional teaching and learning programs included:

- Premier's Reading Challenge
- Reading Owl Challenge
- literacy support
- Focus 160 (F160) literacy support teacher in each Stage
- Three reading recovery teachers worked with children in Year 1 who were identified as being at risk regarding reading.
- Literacy support teachers worked in classrooms in collaboration with classroom teachers to identify and support student needs.
- Numeracy Now Project with support through a teacher educator Kindergarten to Year 6 (K-6)
- two Extending Mathematical Understanding teachers working with at risk Year 1 students
- Drama Literacy program Year 6
- Chasing Rainbows program - University of Western Sydney (UWS)
- Year 2 Literacy Intervention for At Risk Students
- F160 professional development
- Stage 3 students and their teachers participated in Project Based Learning in Human Society and Its Environment (HSIE) and Science and Technology.
- Canberra excursion - Year 6

Transition Programs

Kindergarten Orientation program:

- Students attended two orientation sessions.
- Parents attended an information session and workshop.
- Each student received a Holy Trinity Primary School Orientation sample bag.

- There was a welcome barbecue and disco for Kindergarten students and their families.

Year 6 Transition program:

- Principals from regional Catholic high schools visited Year 6 students to talk about secondary school life.
- Students visited their respective high schools for orientation prior to commencement.
- Year 6 and special needs teachers liaised with high school personnel with regard to students' needs.

Initiatives to promote respect and responsibility

The school's *Mission and Vision* statement highlights the importance of respect in relation to the rights of all members of the community. Respect and responsibility were promoted in our school through the following initiatives:

- In 2015 staff participated in positive school wide behaviour for learning and implemented new school rules of 'I am safe', 'I am respectful', 'I am a learner'.
- Saint card system was introduced as a reward system for gaining teacher, team leader, assistant principal, principal awards and culminating in a principal's morning tea.
- Reminders about respect and responsibility occurred at regular intervals throughout the year and, in particular, at school assemblies.
- The inclusion of a social skill focus in the school newsletter also featured the importance of respect for self, for others and for the rights and property of others.
- Weekly assemblies were held to promote national pride and respect for the flag.
- Opportunities for leadership were provided through school captains, sporting captains, liturgy team, library monitors, support leaders and media team.
- Individualised teaching and learning encouraged personal initiative and responsibility for learning in many students.
- The school's *Student Management and Pastoral Care* policy encouraged students to show respect to others.

Professional Learning

Professional learning undertaken by staff in 2015 included:

- principal mentor/coach program
- interpreting data - NAPLAN
- beginning teacher days
- reading recovery training
- Voice of Youth
- Quality Catholic Schools survey
- staff development days
- Religious Education formation
- principal's master class
- Focus 160
- Numeracy Now Project
- Religious Education Assessment marking
- Project Based Learning Stage 3
- four teachers on staff studying at Masters level

- Extending Mathematical Understanding (EMU)
- EMU leaders course

School Improvement

Annual school priorities

Priority 1	By the end of 2015 for students to develop a deeper understanding of Scripture
Reason for priority 1	In 2014 our goal was to develop a deeper understanding of Scripture for staff, and then extend it further to impact on student learning as identified by the percentage growth in Scripture in the 2014 Religious Literacy Assessment data.
Steps taken to achieve priority 1	In 2015 teachers: <ul style="list-style-type: none"> ▪ completed an introduction of Scripture word walls as a focus to support children understanding the vocabulary of Scripture passages. ▪ participated in professional learning to gain a deeper understanding of Scripture. ▪ explored and used Scripture kits to assist students in gaining a deeper understanding of Scripture.
Status of priority 1	ongoing

Priority 2	By the end of 2015 all students to demonstrate growth in reading comprehension, specifically in the areas of retrieving directly stated information and reflecting on texts - growth to be evident on Progressive Achievement Tests in Reading (PAT-R) data analysis of these two areas
Reason for priority 2	National and school-based data has indicated the need to comprehend at the literal level in order to deepen students' understanding when reading. Our data demonstrated that some students were having difficulty in comprehending texts at levels beyond literal understanding.
Steps taken to achieve priority 2	In 2015, teachers undertook: <ul style="list-style-type: none"> ▪ professional learning to gain a deeper understanding of appropriate questioning techniques within the literacy block ▪ case management meetings for those students who required extra intervention ▪ drama literacy implementation as a strategy for Year 6 ▪ a focus on oral and written language K-6 ▪ a deeper understanding and use of the English as a Second Language (ESL) sales to inform teaching ▪ analysis of NAPLAN data to identify areas of need
Status of priority 2	ongoing

Priority 3	By the end of 2015 all students to move at least one growth point through regular data analysis to inform teaching and learning and to move vulnerable students at least two growth points
Reason for priority 3	During 2014 implementation had involved structure of the numeracy block and engaging in professional learning to shift from a procedural approach to a conceptual model in teaching Mathematics. Teachers were introduced to these, began tracking student growth and constructed a data wall. We realised we then needed to go deeper and learn to identify growth points and collect assessment data, that could be used to adapt learning for the next day.
Steps taken to achieve priority 3	In 2015 teachers: <ul style="list-style-type: none"> ▪ participated in learning triads and data wall conversations to develop their understanding and effective implementation of rich, open-ended mathematical tasks ▪ regularly conducted critical analysis of data walls ▪ conducted case management meetings focused on numeracy
Status of priority 3	ongoing

Projected school priorities

Priority 1	For all students to have a deeper understanding of the gospel and its application to their Catholic lives
Reason for Priority 1	<p>We assessed data to lead us in moving forward.</p> <ul style="list-style-type: none"> ▪ Year 6 significantly lower than diocesan average in <i>God</i> domain (-18.5%) ▪ Year 4 significantly lower than diocesan average in <i>Jesus</i> domain (-14.4%) <p>Also, there is an overall drop from Year 4 to Year 6 in Religious Literacy results.</p>
Steps to be taken to achieve Priority 1	In 2016, teachers will receive professional learning on the use of the Three Senses strategy to gain deeper understanding of Scripture passages read. Teachers will engage in professional readings and use of the website, <i>Understanding Faith</i> , to support teaching and learning in Religious Education.
Priority 2	By the end of 2016 all students will demonstrate growth in reading by using various comprehension strategies to understand texts at the literal and inferential level with students in Years K and 1 to improve two clusters in the Department of Education and Communities (DEC) Literacy Continuum (Reading texts and Comprehension) and students in Years 2 to 6 to improve two clusters in the DEC Literacy Continuum (Comprehension) and show growth in answering literal and inferential questions as evidenced in PAT-R scale scores.
Reason for Priority 2	National and school-based data has indicated the need to comprehend at the literal level in order to deepen students' understanding when reading. Our data (NAPLAN and PAT-R) has demonstrated that our students are having difficulty in comprehending texts at levels beyond literal understanding.
Steps to be taken to achieve Priority 2	In 2016, teachers will effectively track student progress using the DEC Literacy Continuum in the areas of reading texts and comprehension. All vulnerable students will be identified and monitored.

Priority 3	To move one growth point across all domains school-wide (with a focus on vulnerable students and their accelerated growth) with an accelerated growth in multiplication and division.
Reason for Priority 3	In 2015, national and school-based data was collected for the second time. Student growth was tracked more effectively and teachers were be able to monitor and discuss student progress using the growth point framework. Data analysis informed us that students are vulnerable in all domains, particularly multiplication and division.
Steps to be taken to achieve Priority 3	In 2016, program development and feedback to teachers via Maths triads will allow rich, challenging mathematics tasks for all students. Assessment and tracking will be linked to syllabus documents. Vulnerable students across the whole school will be identified, prioritised and intervention will begin, with students in Stage 1 and Stage 2 being specifically targeted.

Community Satisfaction

Parent satisfaction

Quality Catholic Schools (QCS) data collected and reported showed that parents felt that they were adequately involved in contributing to school events and planning. They believed the behaviour policy of the school was effective, and felt that they were communicated with in a timely manner. Parents would have liked to see more opportunity for extra-curricular activities.

Student satisfaction

The QCS data collected and reported showed that student morale was high and that students were confident and engaged in their learning. Students felt that they needed to work on more positive behaviour, as well as building relationships with their teachers.

Teacher satisfaction

The QCS data collected and reported showed that teachers were supportive of the school's goals and felt that they could achieve these goals by collaborative work within their teams.

Student Profile

Enrolment Policy

Holy Trinity Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	102	96	198
2014	104	92	196
2015	93	101	194

Enrolments over the last three years have averaged 196. Kindergarten enrolments over the last two years have been 31 students. Many students move on from our school because of family relocation. This may be because of parent work situation or financial situation around accommodation availability in this area.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Kindergarten	91.5
Year 1	93.94
Year 2	93.1
Year 3	93.6
Year 4	94.3
Year 5	92.7
Year 6	93.0
School Average	93.2

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	177
Students with disabilities (SWD)	11
Indigenous	1

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing

within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The role of the Catholic school, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal-relationship experiences, and social support networks. At Holy Trinity Primary School we believe we all have a right to be respected and a responsibility to respect each other as we strive to develop a safe and supportive environment, which is conducive to learning.

The school has developed a successful *Pastoral Care of Children* policy that focuses on positive behaviour as well as behaviour that needs to be addressed. The policy aims to provide clear guidelines for dealing with members of the Holy Trinity Primary School community so that equity, dignity and responsibility are nurtured and that all actions reflect the school's belief statement.

Students are taught in a school environment, which is free from physical, verbal, sexual and racial harassment. Bullying and harassment are not acceptable at Holy Trinity Primary School and we are committed to preventing and eliminating bullying in all its forms. We do this by teaching students skills, which foster respect for self and others. Our school rules are 'I am safe', 'I am respectful', 'I am a learner'. School staff have a duty of care to students, ensuring a safe and non-threatening environment for all.

The full student management, welfare and discipline policies are available from the school office. The *Anti-bullying* policy is available from the school office.

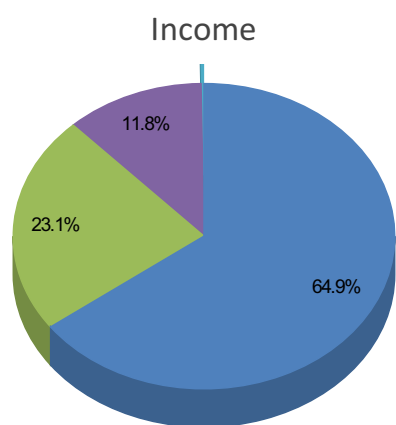
The policies remained the same during 2015.

Complaints and grievances policy

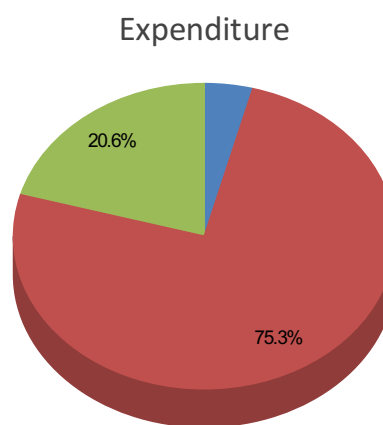
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy during 2015.

Section Eleven: Financial Statement



- Commonwealth (64.9%)
- Capital (0%)
- State (23.1%)
- Fees (11.8%)
- Other (0.2%)



- Capital (4.1%)
- Salary (75.3%)
- Non-Salary (20.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,805,075
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$642,934
Fees and Private Income ⁴	\$327,842
Other Capital Income ⁵	\$6,941
Total Income	\$2,782,792

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$111,117
Salaries and Related Expenses ⁷	\$2,037,669
Non-Salary Expenses ⁸	\$558,346
Total Expenditure	\$2,707,132

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

