

2015 ANNUAL SCHOOL REPORT



Our Lady of the Angels Primary School, Kellyville

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Our Lady of the Angels 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

We, at Our Lady of the Angels Primary School, aim to provide a comprehensive and balanced curriculum that engages students in quality learning experiences across the six mandated key learning areas and Religious Education. We endeavour to ensure that each of our students develops a love of learning, a thirst for knowledge, a healthy self-esteem, a respect for others and a desire to know and follow God. We work to establish a welcoming community where parents work in partnership with the teachers to support all aspects of their child's development – academic, social, emotional, physical and spiritual.

Our Lady of the Angels Primary School is blessed to have an excellent staff. In 2015, four additional full-time teachers were appointed as well as two part-time teachers. These staff members joined the existing staff of professionals who are hard-working, enthusiastic and dedicated.

Our school motto, *Faith Seeking Understanding*, stems from the knowledge that the members of our community are united in the same Catholic faith. It is our mission, as educators, parents, children, priest and parish to grow into a deeper understanding of this faith as we live and learn together. Our Lady of the Angels Primary School recognises parents as the primary educators of the students in our care and values the contribution made by parents at all levels of their child's school life.

As the foundation principal of this school, the responsibility and challenge associated with the role are surpassed only by the excitement and enthusiasm that comes with it. Recognition goes to those who continue to take up the challenge and join us on our journey as pioneers in the name of Catholic education and, together, we look to the future with hope and enthusiasm in the formation of our growing school community.

Parent

Our Lady of the Angels Primary School recognises parents as the primary educators of the students in our care and values the contribution made by parents at all levels of their child's school life. Parents and Friends (P&F) meetings are held each term. The broader parent body is very supportive of the P&F and various fundraising initiatives.

Parents are an integral part of student learning and are invited to attend the classroom to assist with special learning days, gross motor, literacy and numeracy groups.

Our Lady of the Angels Primary School excels at communicating with parents on a regular basis. Parents are fortunate to have the school newsletter emailed every week which details all aspects of school life. In addition to this, each class teacher prepares a breakdown of the coming week and a communication note is emailed to parents which details literacy, numeracy and key learning areas that will be the focus of the coming week. This gesture is a further reflection of the connection between school and parents and a simple strategy to increase parental awareness and engagement in the education of their children. Social groups have been established in most class groups and Our Lady of the Angels Primary School has quite an active social network amongst the parent body. A social morning tea was held for the new Kindergarten families to welcome them to the school and to help the parents to settle into school life just as well as their children did.

Student

Our students have wonderful facilities such as playing spaces including a grass oval, modern learning spaces and technological resources to assist them with their learning and leisure. Throughout 2015, students continued to be exposed to a range of rich learning experiences and the opportunity to be part of lunchtime activities such as garden club, chess club and games club. These increased to include percussion group, verse speaking, prayer club, Google club, football and netball club.

The Student Representative Council (SRC) members were elected by their peers at the beginning of term 1. This included school and sports captains and vice captains, as well as two SRC members from each class group.

Responsibilities of the SRC included raising the flag; leading and assisting in assembly; distribution of sports equipment daily; and working with teachers to plan, promote and facilitate any whole-school fun days.

The end of the year saw 36 graduating students from Our Lady of the Angels Primary School. This group included the eighteen foundation students from 2009. The majority of these boys and girls have continued their schooling at various Catholic secondary schools in the local area.

Who we are

History of the school

The parish of Our Lady of the Angels, Rouse Hill, began in May 2007 under the leadership of the parish priest. His recognition of the need for a Catholic school to meet the needs of the community of young families in this growing area resulted in the initial registration of Our Lady of the Angels Primary School.

In 2009, a foundation class of 19 Kindergarten students attended the neighbouring school, Our Lady of the Rosary Primary School, Kellyville, as the prospective students of the proposed new school. When the school officially opened in February 2010 for Kindergarten to Year 2, these students transferred to the new site. The enrolment in that year was 66 students. Enrolments in 2015 rose to 444 students from Kindergarten to Year 6. This included the foundation students of 2009.

In recognition of the need to provide places for Catholic children to receive a Catholic education in this rapidly growing area, plans were changed and the design altered to cater for a three-stream school. The school accommodated 17 class groups in 2015.

Location/drawing area

Although it serves the parish community of Rouse Hill, Our Lady of the Angels Primary School is located in Kellyville on the corner of Wellgate Avenue and Withers Road. It is surrounded predominantly by parkland with Bruce Purser Reserve on the opposite corner, Commercial Road Reserve diagonally opposite and a housing estate on the third corner. However, Our Lady of the Angels Primary School welcomes all students who are seeking an education that embraces the Catholic tradition. Enrolments are accepted and processed according to the *Enrolment* policy criteria.

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	29
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	28
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	3
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.14
Percentage of 2015 teaching staff who were retained from 2014	96

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2015, our parish community was delighted to see the construction finalised of our new church. The long awaited event of the opening and blessing was celebrated by many on 1 May. Our school community is privilege to have this splendid church on our grounds for daily attendance.

Throughout the year, various events and liturgical celebrations were celebrated including Opening School Year Mass, St Patrick's Day, Mothers Day Mass, Grandparents Day, Poor Person's Mass on the Feast of the Sacred Heart and Pyjama Day, the Feast of the Assumption, Fathers Day liturgy and breakfast, Catholic Schools Week, Remembrance Day, Our Lady of the Angels (OLA) Day, End of School Year Mass and ANZAC Centenary Day ceremony, including the establishment of a memorial for this event.

Highly valued is whole-school mass on special occasions at least once a term. Each weekday, one grade attends the 9.00 am parish daily mass on a rostered basis. Reconciliation is also attended on a regular basis by the relevant students. The parish priest visits a class each week. Staff members gather each Friday morning for prayer. Special intentions are added into the school's Community Prayer Book which is in the school foyer.

Each day, our school prayer and Monday morning assembly includes the prayer of St Francis as part of continuing to develop the Franciscan charism of the school.

Social Justice

Our school's students engaged in fundraising for Social Justice and Outreach programs. These included Project Compassion (Caritas), World Youth Day, non-perishable food items for 'Vinnies' Christmas drive, Pyjama Day for the donation of blankets and clothing to St Vincent de Paul Winter Appeal, Mad Hair Day (Diocesan Works Funds) and Catholic Mission where funds were raised for the provision of a fresh water well in a village in Madagascar.

Many of these events coincide with a special liturgy or mass. Special events - fun days, lunchtime games - are planned, prepared and coordinated by the SRC students and facilitated by the Religious Education coordinator.

School home and parish partnerships

Our Lady of the Angels Primary School strongly supports the role of parents in partnership in the development of their children entrusted to the school. For this reason, parents are encouraged to become involved in the children's school life at a number of levels.

In 2015, parents responded enthusiastically to every invitation to participate in liturgy, celebrations and events related to school life including parent education sessions, class student/parent/teacher evenings and interviews, literacy and numeracy lessons, gross motor and discovery time sessions. Parent education sessions included reading and writing, technology and assessment and reporting.

All volunteers completed the mandatory online child protection training.

The Parents and Friends Association continued to be proactive in the social and fundraising dimensions of school life. Parents were actively involved in school sporting events such as the athletics carnival and cross country.

Parent volunteers were responsible for providing special lunchtime treats for the students throughout the term as well as community events such as 'Bingo Night' and morning teas for special days.

Religious Education

Throughout the year, teachers accessed the scope and sequence of the Parramatta Diocesan

Religious Education syllabus, *Sharing Our Story*, the Religious Education portal, websites and resources to develop Religious Education programs. They reviewed the scope and sequence to align the Religious Education curriculum with the parish Sacramental program. Our Lady of the Angels Primary School continued to utilise the *To Know Worship and Love* (Sydney Diocese) resource to support the *Sharing Our Story* units. Each of the learning spaces had a place dedicated to gathering for prayer and reflected the liturgical season and current unit of work.

The Diocesan Religious Literacy Assessment (RLA) was carried out in 2015. Seventy two students from Year 4 and 36 from Year 6 completed the online test and a project. The school summary includes only the online aspect of the test. The online test showed results across the seven strands of Religious Education. Of the seven strands our school's results were above the Diocesan average in six of the strands.

Professional Learning of staff in Religious Education

In 2015, one staff member graduated in Masters in Arts - Theological Studies. Currently, two other staff members are undertaking this study.

All staff members attended a Staff Formation Day on which the focus was: 'Where is God in our life?' supporting our school's Action Plan. The leadership team led the staff in unpacking Forming Intentional Disciples (Sherry Waddell)

Staff attended professional Learning in the three levels of Understanding Scripture. The REC and one Stage 2 teacher attended Improving Religious Literacy learning session.

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	100	94	90	73
	Literacy	98	95	81	72
	Reading	100	95	86	71
	Writing	100	96	85	76
	Spelling	100	93	73	65
	Numeracy	98	94	77	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	100	93	67	61
	Literacy	96	93	66	57
	Reading	100	93	62	58
	Writing	98	92	71	52
	Spelling	100	93	65	61
	Numeracy	100	95	65	56

Our Lady of the Angels Primary School students who participated in NAPLAN scored above the national average in all areas of Numeracy and Literacy in Years 3 and 5. Our students scored above average in terms of the percentage of students in the top three bands in all strands of both Numeracy and Literacy.

School curriculum

Each year, student achievement is a testament to the excellent work done by all staff members at Our Lady of the Angels Primary School. The learning support teacher, class teacher and teachers' aides catered for students with special needs. Regular assessment and tracking of student performance allowed for early identification of, and intervention programs put into place for, students identified as at risk, particularly in the areas of literacy and numeracy.

The school continued to develop its involvement in the Extending Mathematical Understanding (EMU) project. All students underwent the Mathematics Assessment Interview (MAI). An additional EMU specialist was trained, bringing the total of trained specialists to three. In 2015, two new Reading Recovery teachers were trained.

Kindergarten students participated in a Transition to School program. This was designed to develop social skills while engaging in play-based activities centred on curriculum outcomes. Information Technology was widely used to support the learning and teaching process. Students were invited to participate in the University of New South Wales competitions in numeracy, literacy, science and digital technologies. Ninety-one students participated in the Premier's Reading Challenge.

Throughout the year, students participated in programs that supported the curriculum such as skipping, gymnastics, athletics, dance and swimming. These were provided by specialist teachers. Italian language and culture was taught by a specialist teacher, culminating in an Italian Day.

Stage 1 and 2 classes participated in the Hawkesbury Eisteddfod - Verse Speaking. Students in Years 4 to 6 participated in the a3 program, which focused on drama, dance and choir. Boot camp, boys' shed and lunchtime clubs continued to be well supported.

Initiatives to promote respect and responsibility

Each morning, assembly began with our school dedicated prayer. Assembly on Monday morning also included the raising of the Australian flag and singing of the Australian national anthem. The students recited the prayer of St Francis at this assembly.

Recognition of student achievement occurred regularly and in various ways, at class and whole-school level. Each week, at whole-school assembly, one student from each class was recognised for academic achievement, one student from each class for showing care towards their peers through the St Francis award and another for an Einstein Award for recognising a mistake as an opportunity for learning. Student achievement occurring outside the school environment was also celebrated at this time.

Student work and special events were also promoted through the weekly newsletter, the school website and the local newspaper. Student art was displayed in the student art gallery located inside student reception. Social skills sessions were conducted to assist some children in their peer relationships and facilitated by the school counsellor. A whole-school Social Skills program was facilitated by the assistant principal. The PBS4L (Positive Behaviour Support for Learning) program was initiated and supported by the appointment of a one point coordinator (job-share).

Each term, teachers selected one student from their class to be the recipient of the Principal's Award. These students were presented with a medal at the weekly assembly and invited to share morning tea with the principal.

Professional Learning

Throughout 2015, teachers participated in the following professional learning:

- ilearn project
- understanding Quality Catholic Schooling (QCS)
- numeracy block in infants inservice
- Monash Project (maths)
- Extending Mathematical Understanding (EMU) specialist training
- reading Kindergarten to Year 2 (K-2)
- reading Years 3 to 6

- writing K-2
- writing Years 3 to 6
- History curriculum training
- Geography curriculum training
- financial management system training
- EMU data analysis

An induction program for new staff was initiated in 2015, beginning with a day in the January holidays and then a series of afternoon meetings.

A formal coaching/mentoring program was introduced which aligned to the school Implementation Plan and individual Teacher Learning Goals. This involved teachers observing colleagues in their teaching and then having their lessons observed. This was followed by a practice analysis conversation.

School Improvement

Annual school priorities

Priority 1	Students to develop a deeper knowledge of the Catholic faith through an enriched Religious Education (RE) pedagogy demonstrating the three levels of understanding
Reason for priority 1	We wished to develop student confidence in their faith so that they could leave Our Lady of the Angels Primary School as mature people, able to stand-by and talk about their beliefs.
Steps taken to achieve priority 1	The students and teachers engaged with/participated in: discussions, Scripture reading, <i>Exploring Scripture</i> , rostered priests' visits, class masses/Reconciliation, and school liturgies/prayer. Parent education included providing gospel reflections in the newsletters, providing reading material, attending parish celebrations/events, and providing opportunities for parents to attend and participating in school prayer and liturgies.
Status of priority 1	Gains were made among all stakeholders in this priority and continuing.
Priority 2	For students to demonstrate three levels of reading comprehension and growth reflected in Progressive Achievement Tests in Reading (PAT-R) and NAPLAN and improved written responses
Reason for priority 2	We needed to provide another medium through which comprehension could be demonstrated.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ analysed data to determine the students' needs ▪ evaluated effective teaching strategies ▪ personalised the learning for every student: stated the learning intention to the students at the beginning of each session and revisited it at the end ▪ responded to 'teachable moments' based on students' understandings/responses ▪ collected reading and writing data ▪ whole-school writing response twice a term <p>Twelve staff members attended 10 days each of professional learning in (K-6) in the areas of reading and writing</p>
Status of priority 2	Improvement in this area of literacy is evident and pleasing.

Priority 3	For students to achieve accelerated progress beyond 'on the way' growth points and for fewer students to be vulnerable in multiple domains as reflected in Mathematics Assessment Interview (MAI) results
Reason for priority 3	Data suggested historical practice focus had been on achieving minimum (one growth point) and not on acceleration.
Steps taken to achieve priority 3	<p>Steps included:</p> <ul style="list-style-type: none"> ▪ learning intentions built into the lesson, displayed and referred to regularly ▪ success criteria built upon over a number of lessons - students to evaluate their own learning ▪ students responding to quality targeted feedback from teachers ▪ demonstrating ability to apply and extend proficient knowledge within mathematical and real world contexts ▪ students' own goals, based on quality feedback from teachers ▪ students articulating and justifying their thinking, using mathematical language
Status of priority 3	Partially achieved and ongoing

Projected school priorities

Priority 1	For students to develop a higher consciousness of the presence of God in all aspects of their life evidenced through a survey and lived response
Reason for Priority 1	To assist the implementation of catholic values into all Key Learning Areas (KLAs)
Steps to be taken to achieve Priority 1	<p>We will ensure::</p> <ul style="list-style-type: none">▪ professional learning of core Catholic values and specific Catholic church teachings relevant to each KLA▪ Reference to Catholic Values across the Curriculum website: http://catholicvalues.parra.catholic.edu.au/home▪ analysis of student sample responses that reflect Catholic values▪ staff meeting to share examples of how Catholic values have been implemented into KLAs▪ parents being invited to class liturgies▪ student journal as a way to reflect on God's presence in their lives

Priority 2	All students' writing will reflect an increased and richer vocabulary measured by a minimum growth of two clusters in K-2 and one cluster in Years 3-6.
Reason for Priority 2	We want to consolidate and deepen the learning from our previous year's focus on improving writing K-6, as evident in NAPLAN writing and K-6 writing analysis.
Steps to be taken to achieve Priority 2	<p>These will include:</p> <ul style="list-style-type: none"> ▪ embedding the teaching of vocabulary across all instructional strategies of the Focus 160 literacy block ▪ collaboratively constructing vocabulary building resources with students ie word walls, word towers, anchor charts ▪ promoting and encouraging students to use rich vocabulary from the 'Word of the Week' initiative. ▪ exemplars available for students to inform success criteria ▪ participation in the on-line NAPLAN writing marking course

Priority 3	For all students to improve a minimum of one growth point in each number domain of their MAI profile, with particular focus on students in Years 4 to 6
Reason for Priority 3	Our data tells us that we have a high proportion of students in the upper grades who remain vulnerable.
Steps to be taken to achieve Priority 3	<p>We plan for:</p> <ul style="list-style-type: none"> ▪ all teachers to complete the MAI on their own students where possible ▪ to analyse MAI data and establish data walls ▪ the implementation of rich tasks with a specific focus on using visualisation within the four number domains ▪ an EMU specialist to work with vulnerable students in Stage 3 with teachers to develop individual learning plans ▪ parents to be engaged in proposed Mathematics day ▪ communicating 'maths hints' with parents through weekly communication sheets, newsletter and class blogs

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta continued insight SRC conducting the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually. The QCS data was collected and reported. Over 90% of parents completed the survey. Most of the results were placed in the top 20th percentile. The data showed that parents valued the approachable nature of the school and had opportunities for input and parents were very satisfied with the learning focus, transition programs and homework. Parents believed staff prepared stimulating learning and saw morale as high. Parents believed students were motivated and enjoyed coming to school and were safe at school. They also believed students had highly developed positive social skills and connected to peers. Student safety and classroom behaviour were closely aligned at the higher end.

Student satisfaction

The QCS report showed that, among students, there was an improvement from the previous year in all four areas of emotional wellbeing, teacher relationships, engagement in learning. There was a perceived issue in the area of student behaviour. For this reason, we have begun a revision process of the whole school behaviour policy known as Positive Behaviour Support 4 Learning (PBS4L). This is ongoing into 2016 and is driven by a focus team of five teachers.

Teacher satisfaction

The QCS report showed that teachers were very positive in most areas scoring in the top quartile in almost all domains, the highest being the areas of importance, opportunity, compassion, and parish involvement.

Student Profile

Enrolment Policy

Our Lady of the Angels 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	170	156	326
2014	199	201	400
2015	220	220	440

Student attendance rates

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

Kindergarten	96.95
Year 1	94.99
Year 2	96.08
Year 3	95.63
Year 4	96.36
Year 5	95.01
Year 6	96.95
School Average	95.99

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)	113
Students with disabilities (SWD)	15
Indigenous	7

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

At Our Lady of the Angels Primary School, it is essential that relationships of trust, cooperation and partnership exist. It is vital to create an environment where all members have a clear appreciation of the rights and responsibilities of all. This environment is conducive to worthwhile learning; enhances a sense of belonging and demonstrates a caring concern for the well-being of its members. Underpinning all procedures was the school's *Pastoral Care and Student Management* policy. This is available from the school office and the school's website at <http://www.olarousehill.catholic.edu.au/>

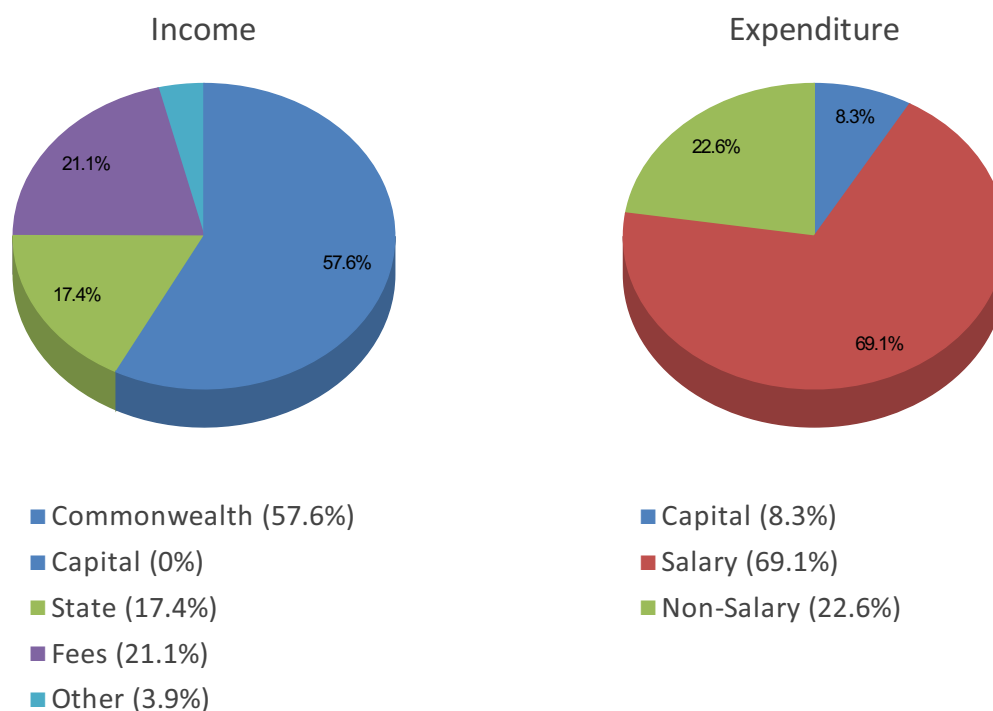
The *Whole School Behaviour and Management* policy was reviewed and whole school behaviour policy known as Positive Behaviour Support 4 Learning (PBS4L) is in process. This is ongoing into 2016 and is driven by a focus team of five teachers. This is to ensure clarity and consistency of the policy amongst staff as there were a number of new staff members who joined the school. Discussion occurred about procedural fairness when dealing with a behavioural issue. The consensus was documented in the reviewed policy. The Parents and Friends were consulted in the final draft. A Whole-School Social Skills program continued throughout 2015. As part of the Anti-bullying program, parents were strongly urged to attend seminars provided by the Parent Representative Council (PRC). It was pleasing to see there was a strong representation from Our Lady of the Angels Primary School by parents and staff. Close relationships exist with the local police force and the Police Liaison Officer has presented to small student groups. A strong focus on cyber-bullying and the appropriate use of digital technology exists.

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 in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,662,465
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$806,034
Fees and Private Income ⁴	\$974,383
Other Capital Income ⁵	\$178,422
Total Income	\$4,621,304

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$379,151
Salaries and Related Expenses ⁷	\$3,140,379
Non-Salary Expenses ⁸	\$1,026,355
Total Expenditure	\$4,545,885

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

