Introduction

About the Annual School Report

Our Lady of Lourdes Primary School is registered by the New South Wales Education Standards Authority, NESA, 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 2017 and gives information about the 2018 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 2017 Annual School Report for Our Lady of Lourdes Primary School, Baulkham Hills South.

The mission of all members at Our Lady of Lourdes Primary School is to work collaboratively in ensuring that we are an authentic Catholic school, committed to quality teaching and learning. All individuals are valued and the development and dignity of every child is nurtured and encouraged.

Our school proclaims Jesus and his good news by example and, through celebration and our mission statement, emphasises our strong commitment to Catholic education. We constitute a faith community and are part of the local church and community. Our school is a place where we aim to live out our school motto: To Know, To Love and To Serve.

Excellent opportunities are provided for our students to develop academically and spiritually within a caring community. Quality relationships exist between all those who have a stake in our school: students, parents, staff and parish. During the course of the year, we are able to share with the members of our community the marvellous work being undertaken in our school and experience education at its best.

The emerging Catholic education agenda seeks to encourage teachers and students to be engaged in online learning. At our school, we ensure that information technology is used to enhance learning opportunities for all our students. We are committed to the continual upgrading of our hardware and software.

Parent

A strong partnership exists between home and school. Parents are welcomed and take part in all aspects of school life. In 2017 these included:

- parent group
- liturgical celebrations
- sport days
- classroom literacy
- social and fundraising functions
- creative arts

Each term, a general meeting was held to enable parents to participate in the decision-making processes of the school.

Student

Our Student Representative Council (SRC) is comprised of six children from Year 6. The elections are held in term 4, Year 5.

As leaders, we represented all the children in our school and assisted them to ensure they were happy at school.

We also assisted the teachers and tried to be good role models to all students.

Two thousand and seventeen was a wonderful year. We have memories of:

- celebrating parish and school masses
- involvement in social justice programs
- our overnight excursion to Canberra
- time spent with our Kindergarten buddies
- school sporting events
- organising school assemblies
- attending the National Young Leaders' Day at the Qantas Credit Union Arena (formerly the Sydney Entertainment Centre)

We thank our teachers, parents and friends for their support in making all our years at Our Lady of Lourdes Primary School such a special time.
Who we are

History of the school
Our Lady of Lourdes Primary School, Baulkham Hills South, was established in 1963. It was founded through the dedicated efforts of the local Catholic community and the Sisters of Mercy, Parramatta. The first lay principal was appointed in 1987.

Location/drawing area
Located in Baulkham Hills South, the school serves the parish of Baulkham Hills, in particular, the worshipping community of Our Lady of Lourdes and draws on students from Baulkham Hills, Castle Hill, Northmead and Winston Hills. It is a co-educational Catholic primary school from Kindergarten to Year 6.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>26</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>25</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2017 liturgy and prayer were integral parts of school life, both in the classrooms and in the community. The school foyer, staffroom and every classroom had a prayer focus area which reflected the liturgical calendar. Morning assembly prayer commenced each day, with the students experiencing regular prayer, and this was followed by prayer before and after meals, and formal prayer throughout the school day.

Whole-school masses and liturgies celebrated major feast days with the Opening School Mass, Graduation Mass and Thanksgiving Mass signifying important celebrations for the school and parish community. The students were provided with a variety of opportunities to participate in the celebrations. Children were involved in processions; encouraged to sing hymns and read prayers; and engage in movement, mime and drama. Artwork, banners and symbols enhanced each celebration and allowed every student to be involved actively.

A professional development day was organised for staff in the area of spiritual formation. Members of staff also attended weekly staff prayer and participated in prayer at the beginning of each staff meeting. Staff also attended the Diocesan Schools Mass as well as special parish celebrations.

Social Justice

Social justice initiatives included fundraising and social justice awareness issues. Students from Year 6 were invited to join the social justice team and in 2017 there were 26 students who volunteered. The members of this committee assisted in organising support for:

- Project Compassion
- Mission Week activities
- St Vincent de Paul Society
- Cana community

School home and parish partnerships

The relationship between home, school and parish was strengthened by:

- parish and school information being conveyed to parents by the weekly newsletter
- reflections and diocesan information being included in newsletters
- parent invitations to participate in various school functions, liturgical events and programs such as Catholic Schools Week activities, grade masses and liturgies
- whole-school meetings for parents so that they were involved in the decision making processes of the school
- parent assistance in classrooms, literacy groups, creative arts, sport days, social and fundraising functions as well as uniform shop
- the mutually supportive nature of the school and church community
- parent and school support of parish-based Sacramental programs
- teacher meetings to plan liturgies and grade masses
- Sunday family masses, celebrated twice a term

Parents were invited to attend all school liturgies, masses and ceremonies. Teachers valued the parents' assistance and appreciated their support in the gross motor program, sport days, and work in various key learning areas such as story writing, art and craft.

An active parent group provides opportunities for social/fundraising activities, pastoral liaison and canteen.
Religious Education

Our Lady of Lourdes Primary School followed the Religious Education curriculum outlined in the Diocese of Parramatta syllabus, *Sharing Our Story*. The suggested teaching and learning strategies from the *Sharing Our Story* units were planned, developed, extended and modified by teachers to cater for the individual needs of their students. *Exploring Scripture* engaged the students more actively and enhanced the study of Scripture passages. The children's text, *To Know, Worship and Love*, was used widely within the learning environment to extend the children's knowledge of doctrine and tradition. Resources were continually updated to provide renewed ideas and support to implement the program.

Programs and other activities included:
- Buddies and Peer Support
- Social Skills
- Personal Development for Years 5 and 6
- outreach initiatives
- parent and parish support groups
- counselling
- Religious Literacy Assessment (RLA) for Years 4 and 6

Professional Learning of staff in Religious Education

Staff professional learning in Religious Education included:
- Catholic Education Diocese of Parramatta syllabus, *Sharing Our Story* - Stage outcomes, key concepts, theological background
- analysis of religious literacy results
- spirituality - staff reflection and renewal
- professional development at staff meetings and professional learning days
- Catholic Education Office, Diocese of Parramatta personnel, and guest presenters
Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. 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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
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<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

Analysis of our 2017 NAPLAN results indicated that we had many students achieving extremely high results in Years 3 and 5. Many students achieved above the national minimum standard in all areas.
Year 3 results indicated strength in both Literacy and Numeracy with a significant number achieving results in the top three bands. The results were particularly high in reading as well as grammar and punctuation.

Year 5 students also indicated strength in Literacy, with a high percentage of students in the top three bands in Numeracy.

School curriculum
The following programs and strategies enriched the work being undertaken in the key learning areas:
- in-class support for the Key Learning Areas
- Personal Learning Plan for children with individual needs
- differentiating the curriculum, where appropriate, for gifted and talented students
- transition to Kindergarten
- Reading Recovery program
- Extending Mathematical Understanding (EMU) specialist intervention

The school was involved in a number of co-curricular activities which included:
- International Competitions and Assessments for Schools (ICAS) in English, Mathematics, Digital Technologies, Science and Spelling
- Sunday family/parish masses
- Young Leaders Day
- social justice/outreach program
- peer support groups
- Wakakirri (Creative Arts)
- school band
- media group (Year 6)
- Maths Olympiad (Years 5 and 6)
- Learn to Swim program (Kindergarten to Year 4)
- diocesan representative team sports (girls and boys, Years 5 to 6)
- swimming carnival (zone, diocesan)
- athletics carnival (zone, diocesan)
- cross country (diocesan)
- fun run
- soccer (girls and boys, Years 5 to 6)
- touch football (girls and boys, Years 5 to 6)
- cricket (Mark Taylor Shield, Years 5 to 6)
- basketball (girls and boys, Years 5 to 6)
- gymnastics (girls and boys, Years 5 to 6)
- netball
- rugby league
- tee-ball
- gross motor activities (Kindergarten and Year 1)

Initiatives to promote respect and responsibility
At our school, we endeavour to develop a culture where the staff and school social justice groups assist the children to realise that human rights are given priority. All people should have access
to proper nourishment, health services, housing and education. It is imperative that we affirm and promote religious, civil and political freedom, as well as economic and social rights.

In 2017 celebrations were organised to highlight Harmony Day, International Peace Day, Remembrance Day and ANZAC Day. Our school media team promoted school and national initiatives in order to assist our children to become independent and responsible citizens.

Our Values Statement was structured around the six core values of faith, fairness, compassion, responsibility, respect and acceptance. This formed the framework for our Social Skills program.

Student management was based on the restorative practice model which:
- used an explicit framework designed to re-establish significant relationships following behavioural incidents
- sought to ensure that the consequences for misbehaviour had relevance and meaning within the school community context
- fostered individual responsibility and helped develop empathy

These outcomes were achieved by focusing on harm and relationship, rather than on blame and punishment.

Professional Learning

Professional learning undertaken by staff in 2017 included:
- implementation plans - formation, literacy and mathematics
- putting faces on the data - data walls - case management - instructional walks
- numeracy implementation plan - profiling students, identifying trends, analysis of data, data walls, goals for 2018
- multiplicative thinking
- reviewing Early Years Assessment (EYA) and mathematical assessment data
- Religious Education - the three senses
- technology - Google Apps, (Docs and Apps) Program Builder
- Quality Catholic Schooling Survey - feedback
- Progressive Achievement Tests in Reading (PAT-R) comprehension assessment
- Reading Recovery training
- improving student writing
- Extending Mathematical Understanding (EMU) specialist teacher training
- Focus 160 - professional reading, programming template, teacher professional learning
- reports - comments, grading
- Scripture in the classroom
- analysis of Religious Literacy Assessment (RLA) results
- spiritual reflection - Scripture
- inquiry based learning
- whole school policies
- teachers' professional learning plans
- religious resources - prayer book, mass kits, website, mass/church terminology
- Cardiopulmonary Resuscitation (CPR), asthma and anaphylaxis training
- emergency care

Our Lady of Lourdes Primary School, Baulkham Hills South
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That students would have a deeper understanding of Scripture and its application to Catholic life, as evidenced by an improvement in classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Our assessments indicated, and the staff recognised, the need to develop the initiatives that assisted students to apply the message of the Scripture to their daily life.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | - professional development  
- professional readings  
- exploration of the messages in Scripture  
- discussion of Scripture passages  
- deepening students' understanding of Scripture based on the school values |
| **Status of priority 1** | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That there would be an increase in the number of students reaching the top two scores of the literacy Australian Curriculum Assessment and Reporting Authority (ACARA) marking guide descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Our NAPLAN data indicated that we needed to continue to develop students' writing to ensure more children reached the top two scores as per the literacy ACARA marking guide.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | - professional readings  
- staff professional development  
- engagement in writing activities with a focus on writing for a purpose and writing for an audience  
- staff attendance at writing workshops  
- development of a common understanding with the students of the components required for a quality piece of writing |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to meet, or be above, the ‘On The Way’ growth point benchmark in the number domain of multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Students’ skills and strategies in multiplicative thinking needed further development in order to understand more challenging, complex mathematical problem-solving.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | - use of multiplication and division numeracy warm-up activities  
- learning tasks for place value derived from the Growth Point Framework  
- staff professional development around multiplicative thinking |
| Status of priority 3 | Ongoing |
**Projected school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will have an increased knowledge and understanding of the three senses in all aspects of religious literacy through effective teaching and assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>We plan to continue to improve our Religious Literacy Assessment (RLA) results by incorporating effective teaching strategies in the domains of Jesus, Scripture and in all aspects of religious literacy. The RLA results indicated the need to continue exploring Jesus and Scripture using the three senses. Staff would also like to extend this to using the literal, spiritual and application levels in all quality teaching activities.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | - professional development  
  - professional readings  
  - exploration of the messages in Scripture  
  - discussion of Scripture passages  
  - deepening students' understanding of Scripture based on the school values  
  - staff prayer |
| Priority 2 | For all students to improve reading comprehension through deeper learning of specific comprehension strategies |
| **Reason for Priority 2** | After reviewing PAT-R results and teacher led assessment and observations, it is clear that students are not effectively using higher order thinking comprehension strategies. The staff believe explicit teaching of comprehension strategies is needed. |
| **Steps to be taken to achieve Priority 2** | - professional readings  
  - staff professional development  
  - engagement in comprehension activities with a focus on specific strategies to deepen student understanding  
  - staff attendance at reading workshops  
  - development of a common understanding of teaching specific comprehension strategies |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to develop a deeper knowledge and understanding in multiplicative thinking within the number domain of multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Staff have identified, through Mathematics Assessment Interview (MAI) data, class assessment data and NAPLAN Numeracy data, that students’ skills and strategies in multiplicative thinking need further development in order to understand more challenging, complex Mathematical problem solving.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | - professional reading  
- analysis of MAI data  
- use of multiplication and division numeracy warm-up activities  
- learning tasks for multiplication and division derived from the Growth Point Framework  
- staff professional development around multiplicative thinking |
Community Satisfaction

Parent satisfaction
During 2017, the Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff.

The QCS data collected and reported to our parents, students and staff, showed the parents at Our Lady of Lourdes Primary School felt that the school was focused on improvement and was receptive of, and understood, their views and concerns. Parents felt that the learning that was delivered in their child’s classroom was interesting and challenging.

Student satisfaction
The QCS data collected and reported showed that the students at Our Lady of Lourdes Primary School were experiencing positive emotions in the school and felt like they belonged in this school. Students felt that the teaching was effective and the learning was stimulating. They were motivated to learn and students felt safe in this school.

Teacher satisfaction
The QCS data collected and reported showed that the staff at Our Lady of Lourdes Primary School were energised and passionate about working together. Staff worked together in the implementation of policies, and procedures around the management of student behaviour were effective. The staff felt that the quality of teaching was a strength of the school.
**Student Profile**

**Enrolment Policy**

Our Lady of Lourdes 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](http://www.parra.catholic.edu.au/policy-central)

**Current and previous years’ student enrolment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>187</td>
<td>207</td>
<td>394</td>
</tr>
<tr>
<td>2016</td>
<td>206</td>
<td>195</td>
<td>401</td>
</tr>
<tr>
<td>2017</td>
<td>198</td>
<td>208</td>
<td>406</td>
</tr>
</tbody>
</table>

As new families move into the area, our enrolments are anticipated to remain strong over the next few years.

**Student attendance rates**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>92</td>
</tr>
<tr>
<td>Year 1</td>
<td>87</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>88</td>
</tr>
<tr>
<td>Year 5</td>
<td>78</td>
</tr>
<tr>
<td>Year 6</td>
<td>87</td>
</tr>
<tr>
<td>School Average</td>
<td>89</td>
</tr>
</tbody>
</table>

**Characteristics of the student body**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>162</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>6</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

Our Mission Statement and focus on restorative justice have been central to student management/welfare and discipline policies and procedures.

Our policies can be accessed on the school's website or obtained through the school office. There were no changes to our policies in 2017.

Our policies included:

- Student Management
- Anti-bullying
- Pastoral Care
- Religious Education
- Critical Incident
- Duty of Care

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, 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 2017.
Section Eleven: Financial Statement

### Income

- Commonwealth (61.3%)
- Capital (0%)
- State (19%)
- Fees (17.3%)
- Other (2.5%)

### Expenditure

- Capital (1.1%)
- Salary (72.4%)
- Non-Salary (26.5%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Type of Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,669,986</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$827,243</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$752,197</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$109,190</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,358,616</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Type of Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$45,350</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,943,200</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,076,468</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,065,018</strong></td>
</tr>
</tbody>
</table>

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 parents.
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.