Sacred Heart Primary School, Mt Druitt
South
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Introduction

About the Annual School Report

Sacred Heart 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 Sacred Heart Primary School, Mount Druitt South.

Our school motto is In God We Trust. Religious Education and faith development are major parts of the curriculum and culture of the school.

Sacred Heart Primary School is a multicultural school with students coming from many different countries. The predominant cultures are from Iraq and the Philippines, followed by Sudanese and various other cultures.

At Sacred Heart Primary School, we believe children are the focus of all endeavours, within a caring school community where all feel safe, valued and respected, and in an educational environment where we continually strive to meet the needs of children and the challenges of educational change.

Sacred Heart Primary School provides a comprehensive education underpinned by our Catholic faith. We provide a broad ranging curriculum, which is inclusive and utilises contemporary learning and teaching methods, to cater for the variety of learning needs, interests and abilities of our students. Quality teaching and learning experiences allow students to be actively engaged and challenged in order for them to achieve in all aspects of their learning.

Students at the school from Years 3 to 6 had the opportunity to participate in a wide variety of extra-curricular activities. Since 2014, two major initiatives, which have had a positive impact on students, have been the opportunity for students to learn a musical instrument and become members of our school band, as well as the Year 6 students working with a well-known Australian artist to create individual pieces of work. The culmination of their efforts, which is one of the highlights of the school year, is the Sacred Heart Primary School Year 6 Art Exhibition. This exhibition takes on the format of a 'real' art exhibition where parents, relatives and friends are able to purchase students’ work.

Parent
Sacred Heart Primary School’s parent body supports the growth and building of our community.

In 2017 invitations to parents and carers were extended at every level of school life. The enrolment process was the initial call for parent involvement. At the beginning of the school year, an open invitation through morning assembly, the school newsletter, electronic notice board and the school website was extended to the parent body to look at dates for fundraising and special occasions. Parents assisted in a variety of ways, highlighting the partnership between home and school. These included sporting days, fundraising, school reflections and liturgies. Parents were welcome to give feedback on school events, to maximise the involvement and sense of community within the school.

Through our school newsletters, website and interactions with staff, parents were aware of the educational challenges and directions of the school. They were kept informed of school policies, procedures and upcoming events and, whenever possible, were actively involved in special events such as Book Week, Education Week, Catholic Schools Week, sporting activities, fundraising activities and special liturgies. Parents were invited to attend Stage masses, which were celebrated in the school hall by the Jesuit priests. These activities strengthened the sense of community and partnership with the school.

The school has excellent facilities and learning spaces for our children which helped to create healthy learning and teaching environments.

Student
In 2017 we got to learn lots of things. Our teachers made it very easy to learn in Mathematics by giving us some warm-ups before we started our lesson. Our teachers also put a lot of effort into the lessons they taught us. They did this by making lessons interesting and fun.

In 2017 we were often given the choice of what learning group we wanted to join. By having
In 2017 we were often given the choice of what learning group we wanted to join. By having learning groups we were able to understand what we were learning because we could discuss ideas. This helped us a lot. We had incursions and excursions, which were great because our friends and teachers got to experience new things with us.

The Student Representative Council had various responsibilities within the school, which helped the school’s smooth operation. These included the organisation and collection of office bags each day; assisting teachers on playground duty; being available for help when needed; running assemblies and being given extra responsibilities within the classroom.
Who we are

History of the school

Sacred Heart Primary School was established in 1983 with two Sisters of St Joseph and two lay teachers. Classes for one Kindergarten, one Year 1 and one Year 2 were conducted in temporary classrooms.

The Sisters of St Joseph withdrew in late 1988 and in 1989 a lay principal was appointed.

By 1990 pupil numbers had increased so that classes were two-stream from Kindergarten to Year 6 for the first time. The official blessing and opening of the school buildings took place on Sunday 13 May 1990.

In 1998 a brand new school library, funded by the Parramatta Diocese and Commonwealth Government, was officially opened and blessed by Bishop Kevin Manning.

In 2007 a major building project began which saw a new administration block built and the refurbishment of Kindergarten, Stage 3 and the library. The refurbishment allowed for three agile learning spaces to be created.

In 2009, the National School Pride (NSP) Project allowed Sacred Heart to concrete the area under the Covered Outdoor Learning Area (COLA); upgrade gardens; erect additional fencing; and lay 800 square metres of synthetic grass for the children’s playground. A grant was also gained to obtain two water tanks and solar panels which power the kindergarten classrooms and the administration block. In 2010 the Multi-purpose Learning Area was constructed under the Federal Government’s Building Education Revolution (BER) initiative. In 2014 the amphitheatre was turned into a Covered Outdoor Learning Area (COLA) and in 2015 the Catholic Education Office provided funds to erect a shade structure over the synthetic grass. In October 2016 information technology was upgraded in every learning space. In 2017 the school purchased sufficient Chromebooks for every student in Years 3 - 6.

In term 2 2017 a major refurbishment of the Stage 2 building was started. The completion date for this project is early November 2017. Stage 3 students, Years 5 and 6, will accommodate this new, agile learning space.

Location/drawing area

Located in Mount Druitt South, the school serves the Parish of Sacred Heart Mount Druitt Village and draws on students from Mount Druitt, Minchinbury and surrounding suburbs. Currently there are 369 students enrolled at Sacred Heart Primary School of whom over 90% speak a language other than English. A large proportion of the children are refugees, mainly Chaldean Catholics from Iraq and Sudan. There is also a large portion of Filipino families. In total, the school boasts children from 30 different countries.
## 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>31</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>31</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>10</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>100</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Staff and students at Sacred Heart Primary School assent to their Catholic identity by their participation in Catholic practice, prayer and the liturgical life of the church.

In 2017 liturgical events were celebrated with fervour. In terms of practical Catholicity on the part of both staff and students, the rate of church and Sacramental attendance was very high. Other practices such as the recitation of the Rosary and the Angelus were incorporated into the life of the school.

Two thousand and seventeen was a wonderful year in terms of full conscious and active participation in the Eucharist. The Jesuit priests from Holy Family at Emerton have led these celebrations at a whole-school and grade level. Parents attended grade masses which were celebrated by the Jesuit priests in our school hall and amphitheatre. Prayer has been a major focus, supported by staff meetings and the more conscious use of Scripture in our weekly staff prayer.

Social Justice

Social justice is a major outreach of the school, both internally and externally. Disadvantaged students and their families were supported. Support included catering for their needs, physically, emotionally, socially and financially.

The staff raised money for the disadvantaged by organising a soup kitchen where staff volunteered to cook soup on a weekly roster. Staff donated money to enjoy the soup for lunch. The entire school community was involved in social justice initiatives including:
- St Vincent de Paul Winter Appeal - a local chapter representative attended an assembly to receive the donations
- St Vincent de Paul Christmas hampers
- Footy Colours Day to raise funds for cancer research
- Julian Cadman appeal

School home and parish partnerships

Parents were welcome to attend the daily school prayer assemblies at the beginning and the close of each school day as well as grade and whole-school masses. Parents were invited to participate actively in these liturgies with their children and parents attended school assemblies and sports fixtures.

School and parent relationships were encouraged and fostered. We had the services of school liaison personnel. This made communication with the Sudanese and Iraqi communities more accessible.

Religious Education

Religious Education was the focal point of the school in 2017. The school environment proved to be Christ-centred and focused on quality education for the students in which the mission of the church was promoted and made explicit. Our school followed the Parramatta Diocesan Religious Education syllabus, *Sharing Our Story*. The curriculum for Religious Education was taught in accordance with this Diocesan policy.

Professional Learning of staff in Religious Education

One teacher graduated with a Masters of Religious Education from the Australian Catholic University (ACU). All teachers were accredited to teach Religious Education. Professional learning of staff in Religious Education focused on exploring sacred Scripture in order to make connections to Catholic teachings, tradition and practice. This professional learning was the
foundation of our Staff Development Day held at Benedict XVI Retreat Centre. A facilitator, from the World Community for Christian Meditation, led a professional learning session on Christian Meditation for school students. Our Staff Development Day was shared with staff from St Agnes Catholic High School, Rooty Hill.
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 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>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>92</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>92</td>
<td>96</td>
</tr>
</tbody>
</table>

| Year 5              |        |           |        |           |
| Grammar and Punctuation | 94    | 92        | 62     | 59        |
| Literacy            | 100    | 93        | 54     | 57        |
| Reading             | 98     | 94        | 54     | 63        |
| Writing             | 100    | 92        | 50     | 48        |
| Spelling            | 98     | 94        | 58     | 63        |
| Numeracy            | 98     | 95        | 52     | 58        |

The 2017 NAPLAN results were extensively analysed by staff. There were very few students who did not reach minimum standards. The rate of growth in Year 5 reading, writing and grammar and punctuation outperformed both the national average and Catholic Education, Diocese of Parramatta (CEDP) average. Spelling also experienced excellent growth between Years 3 and 5.
Year 3 and Year 5 students outperformed schools from higher socio-economic areas in reading, writing and Numeracy. Teaching staff will continue further professional development in Numeracy and Literacy.

**School curriculum**

In 2017 Sacred Heart Primary School was involved in a number of co-curricular activities including:
- buddies
- sporting competitions
- Voice of Youth
- Australian Schools Competitions
- Life Education
- cross country
- athletics carnival
- Year 6 Canberra excursion
- netball gala day
- touch football
- basketball
- Australian Youth Choir
- Rugby League Clinic
- Dance Fever Gymnastics
- Australian Rules Football
- school choir
- school band
- art lessons
- Art Exhibition
- Years 3 and 4 violin lessons
- media team
- technology group

Sacred Heart Primary School offered new Kindergarten parents the opportunity to attend a Kindergarten Information evening which provided all necessary information about school life, routines, policies and procedures. This information evening was followed up by a small group Kindergarten orientation visit for their child to become familiar with school life. Specific Key Learning Area information meetings were offered at the beginning of the school year.

**Initiatives to promote respect and responsibility**

Respect and responsibility were promoted at Sacred Heart Primary through the following initiatives:
- student management
- regular assemblies which promoted pride in, and respect for, our country and teaching values through the Bounce Back program
- Social Skills program
- social skills certificates awarded weekly at assembly
- promotion of responsibility through the undertaking of roles in classes such as office bags
- promotion of responsibility through the understanding of roles in the school such as school leaders, Student Representative Council, library monitors and liturgy leaders
- Kindergarten to Year 2 Buddy program with primary classes
Professional Learning

Professional Learning undertaken by staff in 2017 included:
- Religious Education - sense of Scripture
- Child Protection Modules - ROSH
- Canberra Disability and Discrimination Modules
- numeracy - multiplicative thinking
- literacy - agreed practices
- Information Technology
- NAPLAN analysis
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to have an understanding of sacred Scripture and its application to Catholic life, as evidenced by classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>This goal addressed the need to enter more deeply into system processes and planning for the ongoing development of religious knowledge and Catholic practice for students and staff.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These included:  
- professional learning led by school and Catholic Education Diocese of Parramatta (CEDP) staff  
- learning the background and context of biblical passages used in class  
- writing learning intentions and success criteria  
- use of warm ups, content pictures and maps  
- planning activities that allowed students to respond at a literal, spiritual and application level  
- use of assessment tasks and rubrics which allowed for higher order thinking in Scripture |
<p>| <strong>Status of priority 1</strong> | Ongoing |
| Priority 2 | That in 2017 students’ comprehension would increase by 8% to meet the LNAP target in the top two bands of NAPLAN in Year 3 and Year 5 in order to reach the target set by the literacy and numeracy plan and for students with personalised plans to achieve the goals as stated in their plans |
| Reason for priority 2 | Data from NAPLAN and Progressive Achievement Tests in Reading (PAT-R) demonstrated that the students were not reaching grade appropriate levels. |
| Steps taken to achieve priority 2 | These included:  ■ professional learning led by school and Catholic Education Diocese of Parramatta (CEDP) staff  ■ investigating what makes a quality text  ■ use and analysis of formal and informal assessment tools to inform teaching  ■ developing vocabulary through dialogic talk  ■ developing a shared understanding of Stage syllabus expectations  ■ creating an inviting independent reading area where teachers actively engaged and supported students |
| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2017 to increase by a minimum of 8% the total number of students across each grade at or beyond On the Way Growth Points in multiplication and division as evidenced by NSW Mathematics Syllabus and growth points; for students to know and apply a broader range of strategies; and for students with personalised plans to achieve the goals stated in their plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Mathematics Assessment Interview (MAI) data highlighted vulnerability across the grades in multiplication and division. NAPLAN data also highlighted vulnerability in multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These included in 2017:  
- professional learning led by school and CEDP staff  
- investigating and identifying rich and challenging learning tasks  
- collaboratively planning purposeful tasks  
- use of prompting and probing questions  
- developing and using enabling and extending prompts  
- providing opportunities to differentiate learning  
- observation of Extending Mathematical Understanding (EMU) intervention lessons  
- analysis of student data  
- provision of descriptive feedback and feed forward to extend student thinking |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will deepen their understanding of Scripture through explicit links to Sacraments and Catholic teachings as measured by pre, mid and post assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Classroom assessments, teacher feedback and Religious Literacy Assessment data show the strands of Sacraments and Church as areas for improvement.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | We will implement:  
- professional learning led by Catholic Education Diocese of Parramatta (CEDP) staff and teaching staff  
- use of authentic Scripture, word walls, context pictures and maps  
- explicit teaching of the senses of Scripture  
- use of learning intentions and success criteria using the senses of Scripture  
- collation and analysis of class assessment data to inform teaching and contribute to whole-school data collection |
| Priority 2 | For all students to achieve an increase in vocabulary and word consciousness to enable higher order thinking on a range of quality texts, resulting in a minimum of a year’s growth in comprehension |
| **Reason for Priority 2** | Our school has had a focus on writing in 2016 and a focus on reading in 2017. It is important to make the links between the strands explicit, with a focus on accountable talk and active listening to develop vocabulary and make links to increase comprehension. |
| **Steps to be taken to achieve Priority 2** | These will include:  
- professional learning led by CEDP staff and teaching staff  
- precise teacher questioning to enable higher order thinking and inferential meanings in texts  
- modelling explicit strategies that assist students to access unfamiliar and familiar vocabulary in unfamiliar contexts  
- collection of small data to personalise the learning  
- use of rich talk and thinking enablers eg think/pair/share, thinking strips, co-constructed anchor charts, sentence stems |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To develop multiplicative thinking skills and strategies through a focus on the proficiencies of working mathematically as measured by a minimum of one growth point on the growth point framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>This will consolidate and embed multiplicative thinking learnt from 2017. NAPLAN data indicates a need to move students from the middle bands into the top two bands.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
  - professional learning led by CEDP staff and teaching staff  
  - developing tasks that challenge students' thinking  
  - development of systematic formative assessment practices  
  - deepening of content knowledge and pedagogy relating to syllabus and growth points  
  - use of prompting and probing questions to inform next step teaching  
  - development and use of enabling and extending prompts to determine *where to next*  
  - teachers to liaise with specialist teachers in numeracy planning |
Community Satisfaction

Parent satisfaction
The 2017 Quality Catholic Schools (QCS) data showed that parents had a high degree of satisfaction regarding the approachability of staff members and behaviour management. The parents felt connected to the school and to other parents. Parents were positive about school improvement and viewed the teachers as having high morale and the ability to create stimulating learning.

Student satisfaction
The 2017 QCS data showed that students felt that their learning environment was stimulating and felt highly motivated to learn. They viewed the teachers as having empathy and the teaching purposeful. The students also felt a connectedness to their peers.

Teacher satisfaction
According to the QCS data, teachers felt they put a great deal of effort into improving the way they taught and that they strived for high standards. Teacher morale was high and there was a sense of teamwork.
Student Profile

Enrolment Policy
Sacred Heart 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>181</td>
<td>182</td>
<td>363</td>
</tr>
<tr>
<td>2016</td>
<td>178</td>
<td>183</td>
<td>361</td>
</tr>
<tr>
<td>2017</td>
<td>180</td>
<td>187</td>
<td>367</td>
</tr>
</tbody>
</table>

The enrolment at Sacred Heart Primary School can be very transient. Families can use the area as a property stepping stone or to move interstate, particularly to Melbourne, for housing affordability.

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>76</td>
</tr>
<tr>
<td>Year 2</td>
<td>88</td>
</tr>
<tr>
<td>Year 3</td>
<td>90</td>
</tr>
<tr>
<td>Year 4</td>
<td>78</td>
</tr>
<tr>
<td>Year 5</td>
<td>98</td>
</tr>
<tr>
<td>Year 6</td>
<td>80</td>
</tr>
<tr>
<td>School Average</td>
<td>85</td>
</tr>
</tbody>
</table>

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) | 352 |
| Students with disabilities (SWD) | 58 |
| Indigenous | 4 |

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

Sacred Heart Primary School has a Student Management policy (SMP) which is fair and just and based on the restorative justice philosophy and the principles of procedural fairness. It was updated in 2012 and will be reviewed in 2018.

The policy will be updated to allow clarification around the processes of handling student management within the school. It is necessary to sustain a clear process for teachers to follow in regard to student management issues. Parents are continually informed about this process at assemblies and through the weekly newsletter. The policy can be found on the school website.

The full text of the student management, welfare and discipline policies can be obtained through the school office upon request.

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.

There were no changes to the policy during 2017.
Section Eleven: Financial Statement

### Income

- **Commonwealth** (50.8%)
- Capital (10%)
- State (18.3%)
- Fees (6.6%)
- Other (14.3%)

### Expenditure

- **Capital** (30.4%)
- **Salary** (56.5%)
- Non-Salary (13.1%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>$3,606,746</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$711,850</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$1,297,568</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$470,394</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$1,019,209</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$7,105,767</strong></td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$2,307,875</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$4,286,803</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$993,430</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$7,588,108</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.