

2015 ANNUAL SCHOOL REPORT



St Joseph's Primary School, Schofields

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

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

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

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

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

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for St Joseph's Primary School, Schofields.

At St Joseph's Primary School, we promote educational and personal excellence in our students, attending to their spiritual, intellectual, physical, social and emotional development.

We believe that quality education, in a supportive and Christ-centred community, enriches and empowers the individual.

We support the right of each child to learn of our Catholic heritage, our faith tradition and our God.

Parents, staff, pastor and students work together as a community, valuing and celebrating all contributions because together we can truly achieve great things.

Parent

St Joseph's Primary School promotes strong parent involvement in many levels of school life. A striking feature of this community is the way in which parents support and actively engage with the day-to-day life of the school. This includes:

- helping in classrooms, library and with technology
- coaching and managing sport teams
- involvement in committees: fundraising, social, fete, maintenance
- Parent Representative Group
- information sharing at parent education meetings
- facilitating St Joseph's Primary School's playground once a week

Student

Our student leaders are elected by their peers and teachers to have a specific role at St Joseph's Primary School. Their leadership responsibilities include organising and running the morning assemblies; flag raising; being special ambassadors to important events; and taking on various tasks as requested by the principal.

Our Stage 3 students also have a special role in showing leadership, good example and responsibility to the rest of the student population.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Joseph's Primary School. They are given a great deal of responsibility in helping to organise masses, celebrations like Grandparents Day, carnivals, open school tours for enrolments, lead and facilitate fortnight whole-school assemblies, and other activities.

Who we are

History of the school

From the first moment of its inception the community enthusiastically welcomed the idea of a second school for the Mary Immaculate Quakers Hill/Schofields Parish. By September of 1997, our hopes and dreams were realised as we moved the pioneer 70 children and staff to 78 Alex Avenue, Schofields, directly behind St John Paul II. From that point, enrolments grew from 70 to 100 by the end of the year. The school continues to expand today, with 249 students enrolled.

Mary MacKillop shares pride of place with St Joseph as guardians of our school and both feasts are celebrated with due reverence in both May and August.

Location/drawing area

St Joseph's Primary School is a developing school with a highly motivated staff, committed to bringing the vision alive for themselves and each person in the community. Located in Schofields, Western Sydney, it draws its students from Schofields, Quakers Hill, The Ponds and surrounding areas. It is the third school (the second primary school) in the parish of Mary Immaculate, Quakers Hill/Schofields. Mary Immaculate Primary School and St John Paul II are also in the parish and the three principals work closely together with the parish priest, to provide a quality education for the children of the parish. During 2015, residential developments have continued to populate the landscape of Alex Avenue, Schofields. Many new enrolments have been sourced from the new estates.

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	21
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	20
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	9
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	92.67
Percentage of 2015 teaching staff who were retained from 2014	85.89

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In keeping with the Catholic ethos, daily prayer is encouraged as a constant expression of the development of the faith journey of all students and staff at St Joseph's Primary School and is practised in either formal or informal prayers. The week begins with the whole school community saying the school prayer and a prayer linked to our weekly morning assembly, in which we express our commitment to the Catholic faith. Prayer is expressed at the beginning of leadership meetings, staff meetings and meetings involving the staff and the parent community (eg Parent Representative Group, and parent information evenings). Each week, the staff gather together to pray. Prayer is based on the coming Sunday gospel in which a gospel action is formulated. The teachers reflect on the Scripture, its background, message and meaning with their class. The class then presents the gospel action to the school community at the Monday morning assembly.

The whole school community is engaged in liturgical celebrations (based on the church's liturgical calendar) throughout the year such as the Beginning of the Year Mass, Ash Wednesday, Easter celebrations, St Joseph's Mass, Saint Mary of the Cross MacKillop Feast Day Mass, Parish Family Sunday Masses, Graduation Mass and End of the School Year Mass. The Angelus is said everyday at 12.00 pm by all St Joseph's Primary School members.

Social Justice

At St Joseph's Primary School we always seek opportunities to reach out to those in need in both our local and wider community. We have established a Pastoral Care Committee comprised of parents that support those in need in our school community. Students take initiatives such as the 'Shoebbox Appeal' to raise awareness of needs in the local and wider community and highlight to all students the importance of serving each other at school and others in the community, and that together we can make a difference. Each year we support Project Compassion and Catholic Mission, St Vincent's De Paul Society and other community appeals.

School home and parish partnerships

The school community has a commitment to the evangelisation of all those involved in the religious life of the school. St Joseph's Primary School is associated with the Mary Immaculate Parish at Quaker's Hill along with St John Paul II and Mary Immaculate Primary School. Although the church is not on the same site as the school, a close and committed relationship is maintained between the school and the parish by actively participating in the parish-based Sacramental programs and the school hosting a Sunday mass each term. Throughout the year the parish priest visits the school to celebrate Reconciliation and lead special mass celebrations, such as St Joseph's Mass, Blessed Mary of the Cross MacKillop Mass, End of Term Masses, Graduation Mass, and Easter and Christmas celebrations. The parish priest is also invited to participate in and/or lead liturgies of the Word celebrating special events such as class liturgies, Mothers Day, Fathers Day, Grandparents Day, ANZAC Day and Remembrance Day.

Each term the principals and the Religious Education coordinators from St Joseph's Primary School, Mary Immaculate Primary School and St John Paul II Senior College meet with the parish priest to inform him about the religious life of the school.

Religious Education

At St Joseph's Primary School, Religious Education is an integral part of school culture and permeates all areas of the curriculum including the values and attitudes' strands of the Key Learning Areas. Christ, Mary MacKillop and St Joseph are models for our community and their qualities form part of our weekly values. Religious Education in the school supports parents in their role as the prime educators in the faith of their children and evolves from an integration of Christian tradition and our life experience. Religious Education lessons are based on the Parramatta Diocesan syllabus, *Sharing Our Story (SOS)*. A scope and sequence has been established in order to maximise the students' learning. Teachers are encouraged to modify units when needed in light of the current thinking and a big focus is put on closely examining the Scriptures for the units in terms of its cultural background, message and meaning, and its implication in our lives. The *SOS* units are taught in accordance with the liturgical calendar which means that flexibility is used to streamline the teaching of the *SOS* units with important liturgical events. Units are also aligned with the parish-based Sacramental program.

Each year the Year 4 and Year 6 students complete an on-line Religious Literacy Assessment that assesses students' knowledge and understanding in the following Religious Education domains: God, Jesus, Church, Sacraments, Prayer, Scripture and Christian Life. As part of this, the Year 4 students also complete an in-class task based on the SOS unit - Reconciliation; God's Forgiveness and Healing. A report is sent home to parents with the students' results.

Professional Learning of staff in Religious Education

During 2015, the Formation Goal centred on developing an understanding of Scripture and what it means in our professional and personal life. The St Joseph's School Primary School staff engaged in a professional learning day on interpreting Scripture in the Gospel of Mark, facilitated by Catholic Education Diocese of Parramatta (CEDP) Religious Education teacher educator and the school's Religious Education coordinator. The staff continually developed their own knowledge and understanding of Scripture and effective teaching practices which they implemented in the classroom when teaching Religious Education.

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	86	73
	Literacy	97	95	81	72
	Reading	97	95	83	71
	Writing	97	96	83	76
	Spelling	97	93	69	65
	Numeracy	92	94	72	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	70	61
	Literacy	100	93	50	57
	Reading	100	93	63	58
	Writing	93	92	37	52
	Spelling	100	93	67	61
	Numeracy	100	95	73	56

The NAPLAN results for St Joseph's Primary School indicated that more than 92% of our Year 3 students are at, or above, national minimum standards for Literacy and Numeracy.

There is a moderately high percentage of Year 3 students in the top three bands for Literacy. For the past two years, we have continued a strong focus on reading, particularly in the early years and this is evident in our results.

In Year 5, 100% of students were at, or above, national minimum standards in grammar and punctuation, reading, spelling and numeracy. In 2015 numeracy was a focus for staff professional learning, building teacher capacity in the delivery of a comprehensive numeracy block, and this is evident in our NAPLAN Year 5 results.

All staff engaged in ongoing professional learning to ensure quality delivery of the curriculum and improvement in learning outcomes for all.

School curriculum

At St Joseph's Primary School, students' individual differences, talents, interests and learning styles are all taken into consideration when teachers are planning curriculum and learning activities. Our curriculum is based on the NSW Syllabus.

Students requiring assistance with learning are supported through a variety of teaching practices, learning support and programs including individual learning plans, individual and small group teaching.

Students also took part in co-curricular and extra-curricular activities. Students participated in:

- sporting activities, athletics, swimming and cross country carnivals - attended by all children from Years 3 to 6, as well as, any interested eight year olds from Year 2
- gala days
- inter school competitions for soccer, gymnastics, touch football, Australian rules football and netball
- Gymnastics program for primary classes
- weekly sport lessons
- Dance Fever

Other activities included:

- Annual Christmas concert
- author and illustrator visit
- Kool Kids Music program
- whole-school beginning, term and end of year masses
- St Joseph's Day and Mary MacKillop Day activities
- school discos
- Voice of Youth (inter-school for Year 6)
- 'Meet the Teacher' night
- parent education sessions
- Design an Ad Competition
- Dorothy MacKellar Poetry Competition Premier's Reading Challenge
- Milo Cricket and Life Education
- Literacy and Numeracy Week activities,
- Catholic Schools Week
- Sacramental programs
- Chess program
- Guitar Club
- Game's Club

Initiatives to promote respect and responsibility

At Monday morning assembly students were reminded that respect for each other is of primary importance. School values were promoted each week and teachers identified students who were demonstrating specific values during the week. Value awards were presented at Monday morning assembly.

The senior graduating students at St Joseph's Primary School were involved in leading various committees such as social justice committee, welcoming committee (hospitality), fundraising committee, technology committee and events committee. By being actively involved in decision making and taking responsibility for organising events, students were demonstrating to their younger peers how leadership is valued and nurtured at St Joseph's Primary School.

A buddy system is established where students are connected: for example, Kindergarten with Year 5, and Year 1 with Year 6. The buddy system creates opportunities for the infant student to meet with the primary student. The aim of the buddy system is to provide a safety network for the infant students so they have a older student as a role model and companion. The students engage in activities, such as reading, craft and sporting activities.

At the end of each school year, during the End of Year School Mass and the Year 6 Graduation Mass, certificates and awards are presented to students who have demonstrated academic achievement; who have shown compassion and respect to others; and who have shown commitment to promoting gospel values. Students take responsibility for organising and hosting school assemblies, and taking an active part in Eucharistic and non-Eucharistic celebrations.

Professional Learning

All staff at St Joseph's Primary School are continually engaged in professional learning experiences throughout the year. The staff participate in professional learning meetings each week. These meetings provide information on curriculum areas and require teachers to discuss and implement them in their classroom practices. Staff also attended professional learning opportunities facilitated by the Catholic Education Diocese Parramatta (CEDP).

Some of the areas we have focused on for professional learning included:

- formation - prayer and interpreting Scripture
- Reading Recovery training
- literacy classroom instructional practices - shared reading, guided reading and reciprocal teaching
- writing and the literacy continuum
- Extending Mathematical Understanding (EMU) and Mathematics Assessment Interviews (MAI),
- EMU specialist teacher training - Year 1
- running records - administration and analysis
- reading comprehension Years 3 to 6
- Kindergarten to Year 2 (K-2) writing
- leading Mathematics learning and teaching lead teacher (mentor)
- managing challenging behaviours
- gathering data/data wall
- Focus 160 - components of a balanced literacy block and a numeracy block, aligning practice across Kindergarten to Year 6 (K-6)
- Quality Catholic Schooling survey - engagement, clarity, empathy, learning K-2, reading
- observational survey and Early Year Literacy Assessment
- iLearn program Stage 3
- Principal Mentor Coach program

School Improvement

Annual school priorities

Priority 1	Formation - to deepen the students' knowledge of Scripture
Reason for priority 1	This goal was chosen as a result of analysing the Religious Literacy Assessment (RLA) for Years 4 and 6. It was evident that students needed further development in the key concept areas, particularly church, Sacraments, prayer and Scripture.
Steps taken to achieve priority 1	Focus in 2015 was on: <ul style="list-style-type: none"> ▪ developing Religious Education word walls within learning spaces ▪ professional learning focusing on teaching of Scripture: learning intentions and success criteria, exploring Scripture, word walls, Religious Education warm ups ▪ refining shared practice agreement for Religious Education, aligning with our current goals ▪ modelling and engaging in a variety of ways to pray and read Scripture ▪ introducing the gospel action to staff prayer and whole-school weekly gospel action award
Status of priority 1	Achieved
Priority 2	Numeracy - for students to make one year's growth in the number domains according to the on the way Growth Points (GPs) with accelerated growth in domains in which students are vulnerable
Reason for priority 2	This goal was based on the 2014 NAPLAN data analysis and the ongoing tracking and monitoring of Mathematical Assessment Interview (MAI) data in place value. The NAPLAN data analysis identified problem solving, mathematical language and students' mathematical proficiencies as areas of need.
Steps taken to achieve priority 2	In 2015 we: <ul style="list-style-type: none"> ▪ reviewed the numeracy block structure ▪ developed 'Mini Maths' teams across all grades ▪ refined the ongoing tracking and monitoring processes ▪ held leading triad meetings in light of data wall evidence analysis
Status of priority 2	Achieved

Priority 3	Literacy - for student to have a deep understanding of language and its structures when composing, viewing and responding to a range of text with increasing complexity
Reason for priority 3	The goal was developed through the analysis of the 2014 NAPLAN data. It was highlighted that students had difficulty with inferential comprehension, understanding vocabulary and complex language structures in written texts.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ facilitated teacher professional learning in reading comprehension - 'Think Alouds' ▪ provided coaching and mentoring opportunities with teachers in the literacy block, with a particular focus on 'rich' text in both reading and writing ▪ teachers' attendance at Catholic Education Diocese of Parramatta (CEDP) professional learning workshops (K-2 reading) ▪ viewing of the Reading Recovery teacher's lesson by other teachers to build teacher capacity eg book introduction and prompting
Status of priority 3	Achieved

Projected school priorities

Priority 1	Formation - to deepen students' understanding of their faith, through greater knowledge of the Scriptures
Reason for Priority 1	We expect to achieve growth across all strands in comparison to all 2015 Religious Literacy Assessment data and growth in assessment data. Scripture underpins all our teaching. The Religious Literacy Assessment data for 2015 indicated the development of students' understanding of Scripture in all three senses (literal, church's traditions and Sacraments, and application to life) as being important to develop all seven strands of religious literacy knowledge.
Steps to be taken to achieve Priority 1	We will: <ul style="list-style-type: none"> ▪ review with staff the whole-school shared agreed practice on an effective Religious Education lesson ▪ ensure that adequate resources are available to teach all units effectively ▪ cooperatively plan and support teachers in their planning of the units, ensuring that teachers are reflecting on units in relation to the Religious Literacy Assessment strands and unpacking Scripture ▪ deepen teachers' pedagogical content knowledge in Scripture, prayer and Religious Education
Priority 2	Numeracy - for all students, by the end of term 3, to use visualisation and reasoning skills to solve multiplication and division problems
Reason for Priority 2	The goal is for 80% of students beginning the year at, or below, Growth Point (GP) 3 in multiplication and division to achieve GP4 or beyond, and 80% of students beginning the year at, or above, GP4 to achieve GP6 or beyond. According to the Mathematical Assessment Interview (MAI) December Growth Points (GPs) and NAPLAN 2015 students are not demonstrating the multiplicative thinking, visualisation and reasoning required to achieve beyond GP4 in the multiplication and division domain.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ facilitate professional learning on visualisation, reasoning and multiplicative thinking ▪ drill down, reflect and compare December 2015, and January 2016 MAI data specific to multiplication and division ▪ embed tracking and monitoring in practice, facilitating structures, routines and accountabilities ▪ identify professional learning needs of all teachers and facilitate learning addressing staff goals ▪ create and build data walls for MAI multiplication and division domain

Priority 3	Literacy - for students to view and compose well structured, varied and effective sentences with increasing complexity as evidenced by a two point growth on the St Joseph's Primary School's/NAPLAN writing continuum
Reason for Priority 3	The goal is for each student to demonstrate a two point growth on the school/NAPLAN writing continuum. The 2015 Year 3 and 5 NAPLAN writing results indicated that a focus on students composing sentences with increasing complexity was an area of need. After further analysis of whole-school writing samples we found similar results from Kindergarten to Year 6. NAPLAN reading data indicate that students are working towards interpreting complex ideas, vocabulary and texts.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ ensure that there is a whole-school agreed practice on what is an effective literacy block; daily shared, modelled, guided and independent writing episodes ▪ professional learning conversations to happen each term on reading and writing data ▪ collegial visits to classrooms to view an effective writing session to build teacher capacity, followed up with feedback and conversation ▪ teachers building their capacity as viewers and composers in order to be effective in unpacking complex language structures

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported showed that parents were very satisfied with the Catholic culture of the school, saw the importance of belonging to a Catholic community and they valued participating in prayer, ministry and liturgies at St Joseph's Primary School. Partnership connections between the school and parish were highly valued. The parent community also valued the transition program from Year 6 to Year 7.

Student satisfaction

The students data showed that they felt they had positive relationships with their peers and felt that they were understood by their teachers, and that their learning was interesting and enjoyable. Students expressed that they felt safe at school and they felt that their learning was purposeful, and classroom behaviour had improved. Students had a sense of connectedness with their peers and the wider school community.

Teacher satisfaction

Overall, staff data reflected that they were personally enthusiastic about their teaching and professional development. Teachers appreciated and valued feedback and recognition in aiming for Quality Catholic education. They felt supported by the school leadership and worked collaboratively as a team in achieving school goals. Teachers demonstrated a high respect for students and valued the importance of fostering parent partnerships in our school community.

Student Profile

Enrolment Policy

St Joseph's 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	139	94	233
2014	156	101	257
2015	146	96	242

Student attendance rates

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

Kindergarten	90.71
Year 1	88.46
Year 2	91.79
Year 3	89.96
Year 4	88.43
Year 5	90.41
Year 6	92.09
School Average	90.26

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)	16
Students with disabilities (SWD)	20
Indigenous	5

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

School has an established student management protocol. The *Behaviour Support* policy operates in conjunction with the school vision statement, the learning statements, the *Anti-bullying* policy and the *Code of Conduct*. Teachers revise these protocols with their classes every year, and also establish class rules based on the school rules for acceptable behaviour.

At St Joseph's Primary School we believe that:

- Students have the right to learn and teachers have the right to teach.
- Everyone has the right to be, and feel, safe.
- Everyone has the right to enjoy personal well-being.
- Everyone has the responsibility to act and speak with care and respect for self, for others, for possessions and for the environment.

Positive behaviour is recognised and rewarded by a system of merit awards. Our Student Management plan has clear processes and procedures and a reward system that is unified across the whole school.

Case management meetings are regularly conducted to support teachers in accommodating student needs. Present at meetings are the principal, learning support teacher, current teacher and assistant principal. The purpose of these weekly meetings is to address in a systematic way the academic and social needs of the most vulnerable students. The case management meetings proved to be very effective and provided an avenue for discussion about the students' needs and capabilities with a view to improving teaching and student outcomes.

During 2015, the St Joseph's Primary School community reviewed the *Behaviour Management* process with the aim to initiate the Positive Behaviours Support for Learning (PBS4L) project to be launched in 2016.

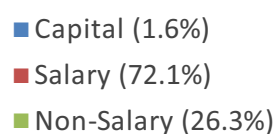
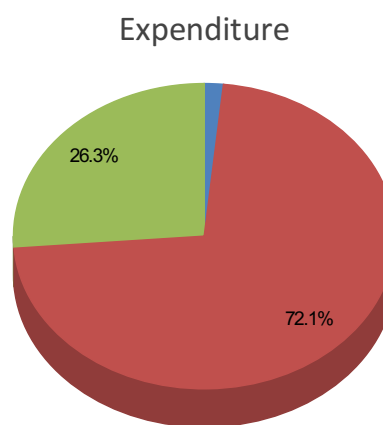
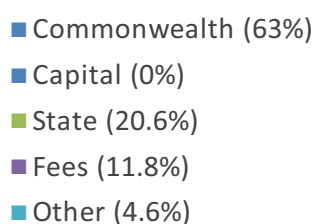
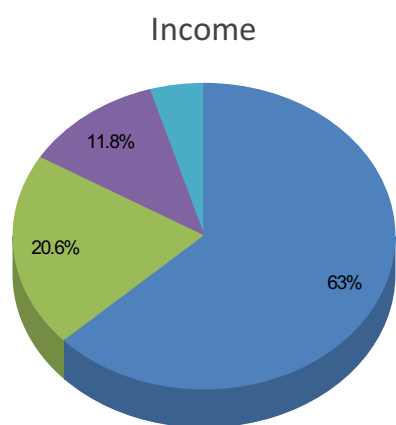
The full text of student welfare, discipline and anti bullying policies can be obtained through the school office.

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 in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,268,444
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$739,916
Fees and Private Income ⁴	\$424,890
Other Capital Income ⁵	\$166,219
Total Income	\$3,599,469

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$54,211
Salaries and Related Expenses ⁷	\$2,422,247
Non-Salary Expenses ⁸	\$882,287
Total Expenditure	\$3,358,745

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

