

# 2015 ANNUAL SCHOOL REPORT



## St Matthew's Primary School, Windsor

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Catholic Education  
Diocese of Parramatta

## Introduction

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### About the Annual School Report

St Matthew'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

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### Principal

I am proud to present to you the 2015 Annual School Report for St Matthew's Primary School. St Matthew's Primary School is a special community that has a well-deserved reputation for responding to the needs of children and families. St Matthew's Primary School is very proud of its rich heritage and has embraced the future with excitement, hope and a strong sense of community. We continue to strive to:

- build a supportive Catholic faith community that nurtures all with a sense of welcome, forgiveness and hope
- develop and nurture strong loving relationships
- work towards educational excellence, where each child is assisted and supported to work and learn at the highest level possible
- have fun together as we work, gather, pray, and achieve in the classroom, playground, on stage and on the sporting field

We are delighted with our achievements in 2015 and we believe that we have added significant value to the school community. Our students are achieving continually improved learning outcomes, well-represented in their successes in the National Assessment Program - Literacy and Numeracy (NAPLAN) assessments. Our teachers have successfully maintained our ongoing review of the effectiveness of our teaching practice and put into place new strategies to improve student learning outcomes.

We have continued to invest in resources such as iPads and in our classroom resources to provide students with the tools relevant for 21st century learning. This has significantly enhanced the integration and use of technology across the curriculum. Our Physical Education and Dance programs are making great use of our improved Covered Outdoor Learning Area (COLA) facilities. The staff has been involved in developing our teaching for 21st century learning and now we have created an environment that supports that learning and teaching.

We are looking forward to 2016 with a strong sense of purpose and commitment.

### Parent

Parents are the key to the life of the school. There are many ways in which parents can be involved including:

- supporting school fundraising and initiatives
- supporting classroom learning
- assisting in the canteen
- coaching teams and helping on excursions
- social events
- working on special task forces and committees
- involvement in the local parish community (liturgical, pastoral and social activities)

Our parents are always present in large numbers at community events such as our annual bush dance and Mothers and Fathers Day breakfasts. Our parents are very strong advocates for our school. Our school student population has increased this year to two class groups in Years Kindergarten to Year 4 because of the positive reputation of St Matthew's Primary School in the Hawkesbury district.

Our parents are very enthusiastic about the school's use of technology to improve both learning and communication. Our web page and Facebook pages are always well-visited and used for newsletters and other communications.

### Student

Our student leaders are elected by their peers and teachers to have a specific role at St Matthew's Primary School. Their leadership responsibilities include organising and running school assemblies; our Kinder Buddies program; 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. They take this role very seriously and they live up to the high expectations asked of them. Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Matthew's Primary School. They are given a great deal of responsibility in organising masses, celebrations like Grandparents Day, carnivals and other activities.

Through the Diocesan Quality Catholic Schooling survey, students voiced their appreciation of the work of the school in assisting their wellbeing and learning. They value themselves as learners and look forward to their schooling with a very positive perspective.

## Who we are

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### History of the school

Mrs Esther Cassidy established St Matthew's Catholic School in 1832 and it is one of the oldest Catholic schools in Australia.

The Good Samaritan Sisters continued the fine work of the laity, bringing to the school their own unique spirit. The Sisters had a continuous association with St Matthew's Primary School until 1990.

The history of St Matthew's Primary School is also the human story of a wonderful parish, the region, of pupils past and present and the dedication of those who served the school, often against adversity. St Matthew's Primary School is a small but growing school where tradition meets innovation.

### Location/drawing area

St Matthew's Primary School is nestled in the beautiful historic town of Windsor, a short walk from the scenic Hawkesbury River.

It is one of the oldest Catholic schools in Australia and its earliest written record is a letter from the Colonial Secretary, dated 24th August 1833.

St Matthew's Primary School has continued to provide a warm and secure educational environment, with a strong focus on quality teaching and student engagement. Our students are encouraged to model positive behaviour and to value the uniqueness of each person created in God's image.

Our students come from a broad drawing area across the Hawkesbury district.

## Workforce Composition

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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	22
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)	6
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	93.93
Percentage of 2015 teaching staff who were retained from 2014	73

## Catholic Identity and Religious Education

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### Prayer, Liturgical Life and Faith Experiences

Special prayers and assemblies honour and highlight the lives of Mary, St Patrick, St Joseph and St Mary MacKillop, All Saints, All Souls and St Matthew.

Liturgies are held for important events in the liturgical year such as Ash Wednesday, Holy Week, Easter, Advent and Christmas. We also celebrate with liturgies for Mothers Day, Fathers Day and Grandparents Day. ANZAC Day and Remembrance Day are also celebrated as they are important national days. The parish priest and assistant priest visit the school regularly to celebrate mass and class Reconciliation.

The priests and parish Sacramental coordinator assist children and their families in the parish-based Sacramental preparation.

Regular prayer is an important part of school life including daily prayer in classrooms, staff prayer and community prayer at whole-school assemblies.

In 2015, we welcome families to be further involved in the parish life of our school by gathering for special weekend Sunday masses.

### Social Justice

The school's Social Justice program allows students to live their faith in a practical way, through supporting causes such as:

- Project Compassion
- St Vincent de Paul appeal
- Harmony Day
- Catholic Mission
- appeals for victims of natural disasters
- hardship meals for community members
- Hawkesbury Helping Hands

### School home and parish partnerships

St Matthew's Primary School has a strong connection with St Matthew's Parish. Students from the school attend the morning mass in St Matthew's Church on a rostered basis. Students in Years Kindergarten to 6 attend at least once each term in their class groups.

Parents are encouraged to take an active role in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social barbecues, canteen and library assistance.

Regular communication with parents occurs through the student's diary, phone calls, meetings and the fortnightly newsletter which is available to parents through the school website. The school also has a Skoolbag App and a Facebook page (which does not require that users themselves have a Facebook account to be able to access it) for the distribution of up-to-date school information.

### Religious Education

St Matthew's Primary School is very much part of our parish, interacting with, and enjoying, the pastoral support of our parish priest and our parish community. Our priests are actively involved with the school and the staff in our daily celebrations and liturgies. Each class participates in regular liturgy and Sacrament celebrations. The students have the opportunity to receive Reconciliation each term.

The school implements the Parramatta Diocesan *Sharing Our Story* syllabus as a central component of our Religious Education curriculum.

## Professional Learning of staff in Religious Education

In 2015 the Religious Education (RE) professional development at St Matthew's Primary School centred around our formation goal of improving the students' knowledge and understanding of Scripture and enrich their metanoia with Jesus. To deepen the experience of prayer for both the students and staff and in response to our goal, we:

- learnt about the Scriptures through professional reading and or literature
- engaged in reflection on the Sunday gospel at weekly staff prayer
- used Scripture in daily prayer (developing)
- introduced multiple choice questions
- integrated RE across all strands
- completed activity relating school rules to *Our Father*



## 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	97	94	85	73
	Literacy	95	95	77	72
	Reading	95	95	74	71
	Writing	100	96	97	76
	Spelling	95	93	74	65
	Numeracy	95	94	55	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	95	93	55	61
	Literacy	100	93	65	57
	Reading	95	93	55	58
	Writing	100	92	55	52
	Spelling	95	93	60	61
	Numeracy	95	95	50	56

The school has maintained a relatively high level of achievement in standardised/normative testing such as NAPLAN. Areas in which there is a high level of collaboration amongst staff outperform areas where there is less collaboration. This supports the school's plan to embrace agile learning in collaborative spaces.

With a significant adjustment to the teaching of numeracy taking place currently, it is important that the school has maintained numeracy success for its students while we all embrace new learning in this area.

### School curriculum

Our students participated in a number of additional programs. These included:

- Year 6 students participated in the annual Diocesan Voice of Youth speech competition.
- A number of students continued to learn musical instruments through Musicorp.
- Some students participated in the local eisteddfod with excellent results.
- Years 2 and 3 students participated in the Captivate Singing program.
- Years 4, 5 and 6 participated in a school musical.
- All primary students were offered the opportunity to enter the Australasian English, Mathematics, Science, Computer Skills, Spelling and Writing competitions.
- Whole-school carnivals were provided for athletics and cross country events.
- The primary students participated in a swimming carnival. Representative teams were formed from these events to compete in zone and diocesan carnivals.
- All students were involved in the Musica Viva program.
- All students were involved in the Dance Fever program.
- A Reading Buddies program operated in Stages 2 and 4.
- The Stage 3 students participated in a three day integrated studies excursion.
- Students participated in diocesan sporting team events such as soccer and netball.

### Initiatives to promote respect and responsibility

The whole-school focus on holy ground at St Matthew's Primary School forms the basis of our student management system and Values Education program. During 2015 our focus included the five school rules and the values that they support and changing them to reflect the *Our Father*.

Our school rules are now:

"Our school is a place of Holy Ground. As learners we are safe, responsible and respectful of self, others and school."

### Professional Learning

Professional Learning for staff in 2015 included:

- teaching reading comprehension strategies
- using the writing continuum
- first aid training in diabetes, anaphylaxis and asthma
- developing as school leaders - goal setting
- Project Based Learning
- exploring the three levels of Scripture
- teaching effective numeracy strategies for learning
- Years 4 and 6 religious literacy

## School Improvement

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### Annual school priorities

<b>Priority 1</b>	To improve the students' knowledge and understanding of Scripture and enrich their metanoia with Jesus.
<b>Reason for priority 1</b>	On analysis of the 2014 Religious Literacy Assessment data a need for further investigation into Scripture was evident. A whole-school approach was taken, supporting teachers' pedagogical knowledge and enabling them to assist students to deepen their knowledge of Scripture.
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>▪ differentiation of learning tasks for students' point of need as evident through pre tests (ongoing)</li> <li>▪ reference to learning intention and success criteria during lesson (co-constructed) (ongoing)</li> <li>▪ regular teacher feedback to students (ongoing)</li> <li>▪ use of Scripture in daily prayer (developing)</li> <li>▪ introduction of multiple choice questions</li> <li>▪ daily use of Religious Education (RE) language 2</li> <li>▪ integration of RE across all strands</li> <li>▪ completion of activity relating school rules to <i>Our Father</i></li> </ul>
<b>Status of priority 1</b>	Ongoing

<b>Priority 2</b>	To improve whole-school performance, with students meeting benchmarks and to reduce vulnerability in writing through an enhanced writing block that addresses individual student needs.
<b>Reason for priority 2</b>	NAPLAN data and end of year data indicated that some students were not making expected growth in writing. There was a need to look at accurately measuring this so we could effectively identify if students were reaching benchmarks and who was vulnerable in the components of writing. It was also evident that students were not able to articulate their learning goals in writing. This could be improved through effective feedback techniques.
<b>Steps taken to achieve priority 2</b>	<p>Whole-school writing samples, tracking on and updating the data wall, anecdotal notes</p> <ul style="list-style-type: none"> <li>▪ accurately analysed writing samples</li> </ul> <p>Addition of other relevant writing data to data cards</p> <ul style="list-style-type: none"> <li>▪ data wall</li> <li>▪ case management records for students across the school</li> </ul> <p>Use of data for guided writing groups and whole class</p> <ul style="list-style-type: none"> <li>▪ vulnerable students clearly identified on the data wall</li> <li>▪ student reflection on their learning - made writing continuums</li> <li>▪ program discussion</li> </ul>
<b>Status of priority 2</b>	Ongoing

<b>Priority 3</b>	For every student in the school to achieve at least one years growth in all four number domains with vulnerable students achieving at least two years growth in areas where they are vulnerable.
<b>Reason for priority 3</b>	At St Matthew's Primary School we are entering our second year focusing on numeracy. We will focus on using the data generated from whole-school Mathematics Assessment Interview (MAI), as well as growth point estimates to assess, monitor and plan for learning. Based on feedback from the data and interviews we have recognised that it is the efficiency of student strategies which we feel will contribute the most improvement to school data.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>▪ growth point predictions for each student made in term 2 week 5 and term 4 week 2</li> <li>▪ differentiating tasks by using, enabling and extending prompts</li> <li>▪ individualised questioning around concepts of proof, efficiency of chosen strategies</li> <li>▪ annotating work samples – What the Students can do? What is the next step? How will I do this?</li> <li>▪ facilitation of professional development in numeracy with a focus on agreed practices, the use of co-operative learning strategies, and the use of MAI and NAPLAN data</li> </ul>
<b>Status of priority 3</b>	Ongoing

## Projected school priorities

<b>Priority 1</b>	To enhance and deepen our understanding of our faith by teaching Scripture through the three levels, therefore contributing to the religious literacy of all students and teachers as evident through improved classroom assessment and religious literacy data.
<b>Reason for Priority 1</b>	Years 4 and 6 Religious Literacy Assessment and classroom data indicate a need for an 'understanding' focus in our teaching and learning.
<b>Steps to be taken to achieve Priority 1</b>	<ul style="list-style-type: none"> <li>▪ use of biblical images and Bible apps (eg Glo Bible) to help students understand the historical setting of the passage</li> <li>▪ teachers to connect the biblical passage with the literal, spiritual and student application level through questioning (eg Who was in the passage? - literal; What does this passage teach us about Jesus, Catholic tradition and prayer? - spiritual; and Why is prayer important and how can I improve my prayer life at home? - Application)</li> </ul>
<b>Priority 2</b>	For a greater percentage of students to achieve expected growth in reading, with accelerated growth for all vulnerable students, through the alignment of effective assessment and teaching strategies evident through Progressive Achievement Tests in Reading (PAT-R), NAPLAN and classroom data.
<b>Reason for Priority 2</b>	PAT-R data indicates a large number of students who have not made expected growth or have not achieved an appropriate stanine. Teacher knowledge about how to implement reading comprehension strategies in the classroom needs further development and monitoring. Two thousand and fifteen data showed a trend of increasing vulnerability across the school. NAPLAN data indicated that an increasing percentage of Year 3 and 5 students are vulnerable.
<b>Steps to be taken to achieve Priority 2</b>	<p>We plan to achieve this through:</p> <ul style="list-style-type: none"> <li>▪ a review of reading comprehension strategies and Focus 160 requirements of reading</li> <li>▪ teachers observing each other with a reading lessons-comprehension focus</li> <li>▪ the use of up-to-date student data to direct teaching, evident in programs and fluid groupings</li> <li>▪ updating student reading data on the data wall and using it as a source to identify vulnerable readers for case management</li> </ul>

<b>Priority 3</b>	By the end of 2016 to have no more than 30% of all students vulnerable in any number domain and to increase the percentage of those thriving (working well beyond their 'on the way' growth point) by 40% according to the Mathematics Assessment Interview (MAI)
<b>Reason for Priority 3</b>	In 2015 75% of students were vulnerable in one or more of the number domains. Our current estimate, supported by NAPLAN data, is that 60% of students will be vulnerable when re-tested in 2016. In an effort to lift school achievement through high expectations, we will add a target for those students who are thriving: that is, working two years or more above their 'on the way' growth points. A focus on staff and student growth mindset, 'hard thinking' and effective feedback will underpin our work.
<b>Steps to be taken to achieve Priority 3</b>	<ul style="list-style-type: none"> <li>▪ What does thriving look like? What makes a 'hard question'?</li> <li>▪ teachers to set individual class goals based on 2016 data.</li> <li>▪ agreed practice about target growth points</li> <li>▪ identify students who are above benchmark but have not made expected growth as vulnerable students</li> <li>▪ continue work on tracking - building individual accountability</li> <li>▪ continue to cement teacher knowledge of the growth points</li> </ul>

## Community Satisfaction

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### 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 will be conducted annually.

The QCS data collected and reported showed that parents valued involvement in all aspects of the life of the school.

Our parents have consistently sought to support, and be involved in, the school. Innovations for communication have been widely embraced across the parent population. Parents have been very positive about the school's initiative to create a parent group. This group has begun their work with the community in 2015 and will continue to explore new possibilities in the year ahead. New facilities such as our recently built shade structure are visible signs of our parents' support for their children and the school.

Opportunities for parents to be more knowledgeable about their child's learning have been well received and further encouraged. Student-led conferences have been an innovation extremely well received by both students and parents this year. Both felt more informed and empowered in this process.

### Student satisfaction

The results of our most recent QCS survey showed growth in most areas from 2014 to 2015. In our most recent QCS data students' responses indicated that they recognised and valued highly their teachers. They wished to feel more personally empowered as learners. They wanted their peers to be more supportive of their efforts to succeed in class. They were positive about the changes brought about in response to previous data about their satisfaction and needs.

Innovations in teaching and learning appeared to be significantly addressing their requests around the learning environment and the behaviour of their peers. They were very positive about the direction of the school and provisions made for them.

The use of 21st century technologies is changing the opportunities of personalised learning and this makes the school a more relevant and exciting place in which to grow and develop.

### Teacher satisfaction

Through our most recent Quality Catholic Schooling data, staff communicated significant satisfaction in the collaborative work of the school as a whole. Provision for ongoing professional learning and dialogue continued to be a focus of our work together. Teachers sought to be professionally empowered in their work, with a high degree of respect for colleagues and the students. Student behaviour and its impact on learning was given a high priority, leading to the exploration of models of high levels of student engagement in learning.

As we adjusted to meet the needs of our students and the dynamics of our working lives, the support teachers asked for appropriately varied. We continued to work together to achieve balance of professional learning, work and our personal lives. Our teachers were highly dedicated to the goals of the school and to one another.



## Student Profile

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### Enrolment Policy

St Matthew'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	108	146	254
2014	120	144	264
2015	131	141	272

Enrolments continue to grow steadily at St Matthew's Primary School. This would appear to be an ongoing trend.

### Student attendance rates

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

<b>Kindergarten</b>	94.1
<b>Year 1</b>	93.33
<b>Year 2</b>	93.07
<b>Year 3</b>	94.09
<b>Year 4</b>	90.71
<b>Year 5</b>	93.9
<b>Year 6</b>	95.99
<b>School Average</b>	93.2

### Characteristics of the student body

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

Language background other than English (LBOTE)	60
Students with disabilities (SWD)	11
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

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

Our *Student Management* policy was implemented in 2007 and reviewed in 2014. There is a strong link to the Religious Education program. There are protocols in place based on procedural fairness. A copy of the *Student Management* policy can be obtained by contacting the school office.

There was no modification of our discipline or anti-bullying policies during 2015. However, there were changes made to our *Student Welfare* policy by including a whole-school reward system. We continued to work with students and families on the successful implementation of those policies. We also looked at our school rules and wrote them by reflecting on the *Our Father*.

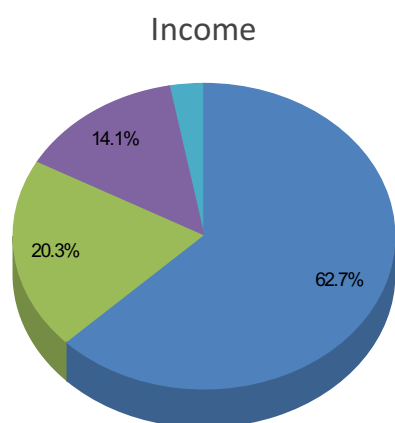
The Catholic Education Office (CEO) has system policies for student management and these can be viewed at the CEO website or by making contact with the school office.

### Complaints and grievances policy

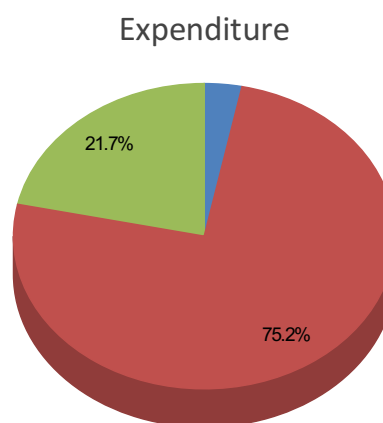
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaints Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website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

There were no changes to the policy during 2015.

## Section Eleven: Financial Statement



- Commonwealth (62.7%)
- Capital (0%)
- State (20.3%)
- Fees (14.1%)
- Other (2.9%)



- Capital (3.2%)
- Salary (75.2%)
- Non-Salary (21.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,222,308
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$718,942
Fees and Private Income <sup>4</sup>	\$498,568
Other Capital Income <sup>5</sup>	\$103,504
<b>Total Income</b>	<b>\$3,543,322</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$105,550
Salaries and Related Expenses <sup>7</sup>	\$2,493,698
Non-Salary Expenses <sup>8</sup>	\$718,442
<b>Total Expenditure</b>	<b>\$3,317,690</b>

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.

