

# 2015 ANNUAL SCHOOL REPORT



## St Patrick's Primary School, Guildford

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Catholic Education  
Diocese of Parramatta

## Introduction

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### About the Annual School Report

St Patrick'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 Patrick's Primary School, Guildford.

As a Catholic school we exist to support and celebrate the beliefs and values of our Catholic faith. At St Patrick's Primary School we value and celebrate:

- the Catholic church and its mission, giving witness to gospel values
- the individuality and the dignity of each member of our community
- respect, partnership and open communication between staff, students, parents, parish and the wider community
- quality teaching and learning opportunities

Our school aims to provide a supportive environment in which each person can grow and learn. The parish and school work closely together to provide children with many opportunities to experience God's love and to nurture their faith in prayer, celebration, Sacrament and community.

St Patrick's Primary School celebrated 100 years of learning in 2010 and is proud of the high standard of education that it provides.

### Parent

Parent involvement at St Patrick's Primary School is highly encouraged and parents are very much welcomed by the principal, staff and children. Parents appreciate the opportunity to see first hand the children's progress and the rapport that the teachers have with their children. The very rich collaboration of parents and the school contributes to the strong spirit of the school community.

The Parent Group meets once a term and is very active in supporting the school by organising fundraising events, community activities and providing warm hospitality for visitors to St Patrick's Primary School.

### Student

The students at St Patrick's Primary School learn in classrooms that are well-resourced and equipped with modern technologies. All children are provided with many opportunities to showcase their talents and achievements, and are very mindful of the need to support those less fortunate in the community.

Students in Year 6 are elected by their peers and teachers to be school leaders. They take responsibility for preparing the whole-school assembly each Monday, for welcoming special guests to the school and for assisting staff whenever there is a need. The student leaders also participate in significant celebrations and ceremonies throughout the year, such as Grandparents Day, Mothers Day, Fathers Day and special school masses.

All students in Year 6 are trained as peer support leaders and take responsibility to lead the Peer Support program each year.

## Who we are

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### History of the school

In the early 1900's the people of Guildford realised they needed a Catholic parish and school to accommodate the growth of the area. On 2 April 1910, the community celebrated the opening of a new church building. Later that year the building began to serve a dual purpose when the Sisters of St Joseph started to use it as a school room. The initial enrolment of students in 1910 was 50 pupils.

The Sisters of St Joseph rented a cottage in Guildford Road to be closer to the church/school building. Every Friday the school room would be transformed back into a church and vice versa on Monday mornings. In 1935 the old church was moved to accommodate a new one, and a convent was built for the Sisters of St Joseph. A presbytery beside the church was completed by 1940. The school continued to grow and over time many more buildings and facilities were added to both the school and the church.

This year, the school celebrated 105 years of delivering Catholic education to children in Guildford.

### Location/drawing area

St Patrick's Primary School, Guildford, is a multicultural school catering for the needs of its many students. It is a three stream school, Kindergarten to Year 6 (K-6) with a current enrolment of 559 students. There are over 45 teaching and non-teaching staff. An extensive building program in recent years has given the school a mix of well-maintained older buildings as well as well-appointed modern buildings. Teachers and children enjoy air-conditioned classrooms and large covered areas that provide shade on hot days.

On the completion of their primary education, the majority of students attending St Patrick's Primary School attend Cerdon College, Merrylands (girls), St Paul's, Greystanes (boys), Delany College, Granville (coeducational) and Patrician Brothers, Fairfield.

## 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 | 37              |
| 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  | 31              |
| Number of teachers currently undertaking accreditation to teach Religious Education   | 3               |
| Number of non-teaching staff (includes teachers' aides)   | 10              |
| Percentage of teachers who are indigenous   | 0               |
| The average teacher attendance for 2015   | 94.44           |
| Percentage of 2015 teaching staff who were retained from 2014   | 94              |

# Catholic Identity and Religious Education

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## Prayer, Liturgical Life and Faith Experiences

St Patrick's Primary School is proud to have a very active liturgical life. Feast days, holy days and special events such as Grandparents Day, St Patrick's Day, Mothers Day, and Fathers Day are celebrated with liturgies and special prayer services. ANZAC Day and Remembrance Day are also celebrated as they are important national days.

Students take part in various religious experiences which guide and develop their faith. Students participate in Sacramental programs that are taught and celebrated as part of the school's Religious Education program and the parish priest visits the school regularly to celebrate mass and class penance.

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

The staff gathers together every Tuesday to pray and share their spirituality.

## Social Justice

Students and staff are very mindful of social justice and readily promote special occasions such as Harmony Day, Multicultural Day and Mission Week. The students generously donate to causes such as Project Compassion and Caritas, as well as national and worldwide disasters. The students are encouraged to assist with local community projects that support the underprivileged and needy.

## School home and parish partnerships

Parents regularly assist teachers in the classroom with reading, art, sport, in the library, on excursions and in the canteen. The Parent Group meets every term with an emphasis on building community, sharing in the decision making process and setting directions for fundraising. Special morning teas are organised for special events such as St Patrick's Day, Grandparents Day, Mothers Day and Fathers Day and to welcome new Kindergarten parents. A small second-hand uniform shop is organised each month by a group of volunteer parents.

St Patrick's Primary School has a very strong link to the parish. A mass is held every week for children and parishioners and the parish priest is a regular visitor to school assemblies, staff prayer and special school events.

Regular communication with parents occurs through the student diary, phone calls, meetings and the fortnightly school newsletter.

## Religious Education

Religious Education follows the *Sharing Our Story* syllabus document of Catholic Education, Diocese of Parramatta. The major concepts studied are God, Jesus, church, Sacraments, Scripture, Christian life and prayer. Learning in each Stage builds on the learning in previous Stages of schooling. Emphasis is placed on the school community modelling the gospel values and talking to God through participation in the Sacraments, liturgy and prayer. Students are prepared for the Sacraments of Penance, Holy Communion and Confirmation as part of the school's Religious Education program.

The Religious Education coordinator leads teachers in ways to prepare for liturgy, the Sacraments and using resources such as *Exploring Scripture* techniques and Information and Communication Technologies (ICT) to enhance teaching and learning activities.

## Professional Learning of staff in Religious Education

One of the priorities for 2015 was to continue to deepen the knowledge and faith development of students and teachers through the model: 'Head, Heart and Hands'. This model sums up the cycle of gaining knowledge, drawing inspiration from our Christian story and then going out and living our faith. Every class has this as a focus and children are encouraged to follow this model in their lives.

Teachers started with professional learning about the levels of interpreting Scripture which will continue in 2016 and assist the students in understanding religious vocabulary as well as making a link to our Christian mission.

Staff have had opportunities to deepen their understanding of the liturgy in professional learning meetings facilitated by the parish priest and pastoral associate. A major focus has been on the implementation of *Exploring Scripture*, prayer and meditation, as well as the preparation and celebration of mass and the Sacraments of Penance and Eucharist.



## 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<br>3           | Grammar and Punctuation | 100   | 94        | 83                               | 73        |
|                     | Literacy                | 99  | 95        | 79                               | 72        |
|                     | Reading                 | 96  | 95        | 79                               | 71        |
|                     | Writing                 | 100   | 96        | 79                               | 76        |
|                     | Spelling                | 99  | 93        | 83                               | 65        |
|                     | Numeracy                | 97  | 94        | 60                               | 61        |

| NAPLAN RESULTS 2015 |                         | % of students at or above national minimum standard |           | % of students in top three bands |           |
|---------------------|-------------------------|---|-----------|----------------------------------|-----------|
|                     |                         | School  | Australia | School                           | Australia |
| Year<br>5           | Grammar and Punctuation | 95  | 93        | 60                               | 61        |
|                     | Literacy                | 96  | 93        | 60                               | 57        |
|                     | Reading                 | 99  | 93        | 44                               | 58        |
|                     | Writing                 | 94  | 92        | 45                               | 52        |
|                     | Spelling                | 96  | 93        | 70                               | 61        |
|                     | Numeracy                | 99  | 95        | 42                               | 56        |

The NAPLAN results for 2015 clearly show that, in both Literacy and Numeracy, the students in Year 3 and Year 5 are performing above the national minimum standard.



In Year 3 in all components of Literacy our percentage of students in the top three bands is higher than the national average, with grammar and punctuation, and spelling well above. In Numeracy, our percentage of students in the top three bands is slightly below the national average.

In Year 5, the percentage of students in the top three bands for spelling is well above the national average. In grammar and punctuation the percentage is just below the national average. The number of students in the top three bands for reading and writing is considerably below national average. In Numeracy, our percentage of students in the top three bands is also below the national average. Ongoing review of existing programs and strategies will be conducted throughout the year to ensure that children's educational needs are met.

## School curriculum

At St Patrick's Primary School we take pride in providing a supportive environment in which each person can grow and learn. Our highly qualified and committed staff work together as a team to nurture children as they grow academically, spiritually, emotionally and socially.

Teachers work collaboratively in grades and as a whole staff to plan and implement teaching and learning programs. Literacy, numeracy and Religious Education are strongly emphasised, and teachers have developed challenging school-based integrated units to meet the many outcomes of the NSW Board of Studies, Teaching and Educational Standards (BOSTES) curriculum.

A dedicated and hard-working Learning Support team liaises closely with class teachers to identify and support children with learning needs. A highly successful learning program is implemented and members of the Learning Support team meet regularly to monitor students' progress. The Learning Support team provides in-class support as well as small group and individual instruction. The learning needs of all children who receive Commonwealth funding are met through individual plans and these children are closely monitored.

Specialist teachers in Music, Personal Development and Health provide children with many opportunities to enrich their learning and to showcase their talents. Children participate in many sporting events, Dance Fever, school choir, chess club and debating.

Students entering Kindergarten meet teachers and are guided through a series of activities to gauge their readiness for school during an Orientation Day. Those assessed as needing greater assistance the following year are invited to attend a Transition program which runs a day a week for two weeks. Specific learning activities, focused on occupational therapy and language deficiencies, form the basis of this program. Year 6 students enrolling in high school are visited by their high school principal and Year 7 coordinator throughout the year.

## Initiatives to promote respect and responsibility

The core of our *Student Management* policy is respect and responsibility for self and others and consequences are in place if these expectations are not followed.

A whole-school assembly is held each Monday. Parents are welcome and share in the assembly. Children from each class are presented with the principal's weekly Values Award. This award recognises behaviour that reflects the values promoted by the school.

Module assemblies are held twice each term. At these assemblies, children receive Merit Awards for following class and school rules, doing their best work in class or improving in a specific Key Learning Area. At the end of each term, two students from every class and learning support group receive a principal's Gold Award. This award is presented to children who have consistently achieved high standards in their learning and behaviour. They are invited to attend the Principal's morning tea in recognition of their hard work.

## Professional Learning

Our professional learning in 2015 aligned with our implementation plan goals for Religious Education, literacy and numeracy. Lead teachers and teachers educators worked during professional learning meetings and staff developments days, and provided in-class mentoring, to build staff capacity in collecting data, as well as using this data to inform the next steps for student learning.

We continued our professional development of teachers' and teachers' aides knowledge in:

- Extending Mathematical Understanding (EMU)
- Developing students' knowledge and understanding of Scripture and the Sacraments
- The writing process
- The Department of Education and Training (DET) Literacy Continuum
- Gradual release of responsibility model
- Exploring History and Geography syllabuses

## School Improvement

### Annual school priorities

|  |  |
|--|--|
| <b>Priority 1</b>                        | Our first priority was to strengthen the integration of Catholic faith with Christian living.  |
| <b>Reason for priority 1</b>             | This priority was chosen from an identified need to provide meaningful experiences and learning opportunities to deepen spirituality, knowledge and commitment to living a Christian life.   |
| <b>Steps taken to achieve priority 1</b> | In 2015 we encouraged: <ul style="list-style-type: none"> <li>▪ students to practise meditation and prayer as part of a weekly routine</li> <li>▪ students to explore the Scriptures to gain a deeper understanding of their faith</li> <li>▪ students and teachers to identify ways to link Christian values to Christian living that included outreach to others</li> </ul>  |
| <b>Status of priority 1</b>              | Ongoing  |
| <b>Priority 2</b>                        | Our second priority was to ensure students use effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text being composed.  |
| <b>Reason for priority 2</b>             | This priority was chosen as a result of ongoing Kindergarten to Year 6 (K-6) assessments that indicated a need for improvement of the structure of writing.  |
| <b>Steps taken to achieve priority 2</b> | In 2015: <ul style="list-style-type: none"> <li>▪ Specific goals were set for achieving writing standards across each stage of learning.</li> <li>▪ Each writing lesson had an explicit focus on sentence structure/grammar/punctuation.</li> <li>▪ Teaching strategies were guided by Focus 160.</li> <li>▪ Teacher capacity was built using the teacher learning triad.</li> <li>▪ There were K-6 writing assessments each term to analyse results.</li> </ul> |
| <b>Status of priority 2</b>              | Ongoing  |

|  |  |
|--|--|
| <b>Priority 3</b>                        | Our third priority was to introduce the NSW History and Science curriculums.   |
| <b>Reason for priority 3</b>             | This priority was chosen as a result of the mandated introduction of these curriculums into NSW Primary schools in 2015.   |
| <b>Steps taken to achieve priority 3</b> | <p>We focused on:</p> <ul style="list-style-type: none"> <li>▪ professional development opportunities to compare existing school integrated units and the new curriculums</li> <li>▪ developing scope and sequence planners for History and Science</li> <li>▪ developing teaching and assessment strategies</li> <li>▪ ongoing evaluation undertaken throughout the year</li> </ul> |
| <b>Status of priority 3</b>              | Completed  |

## Projected school priorities

|  |  |
|--|--|
| <b>Priority 1</b>                              | Our first priority is to improve the students' knowledge of Scripture and identify important aspects of Catholic teaching that stem from Scripture.  |
| <b>Reason for Priority 1</b>                   | Our Religious Literacy Assessment data indicated that the students were not making the links to strands such as Jesus and Sacraments. We want to ensure learning experiences are focused and purposeful.   |
| <b>Steps to be taken to achieve Priority 1</b> | <ul style="list-style-type: none"> <li>▪ to demonstrate a deeper knowledge when interpreting Scripture and relate it to Catholic teaching at three levels: head - literal; heart - meaning/moral; and hands - action</li> <li>▪ to use the correct religious vocabulary and terminology</li> <li>▪ to formulate agreed practice with word walls, prayer, Scripture and programming in Religious Education</li> <li>▪ to have professional learning in <i>Breaking Open the Word</i> within a context</li> </ul>  |
| <b>Priority 2</b>                              | Our second priority is to have, by the end of November 2016, 80% of students K-6 at, or above, their expected grade cluster in aspects of writing and vocabulary on the DET Literacy Continuum and the English Syllabus outcomes.  |
| <b>Reason for Priority 2</b>                   | Based on the State Literacy and Numeracy Action Plan end of year results for aspects of writing and the NAPLAN writing results, over 50% of students are not making expected growth between Year 3 and Year 5.   |
| <b>Steps to be taken to achieve Priority 2</b> | <p>We will focus on:</p> <ul style="list-style-type: none"> <li>▪ modelling all aspects of the writing process from generating ideas, planning, drafting, redrafting, editing, proofreading, and publishing through the gradual release of responsibility model</li> <li>▪ professional learning in using the continuum and syllabus to track students' writing, feedback on students' writing to feed forward</li> <li>▪ developing learning intentions and success criteria</li> <li>▪ providing daily rich opportunities to build language and vocabulary in an oral context to support the writer</li> </ul> |

|  |   |
|--|---|
| <b>Priority 3</b>                              | Our third priority is to have all students move at least one growth point in all number domains and vulnerable students to make accelerated growth so that 80% achieve on the way growth points.  |
| <b>Reason for Priority 3</b>                   | Following our analysis of our 2015 MAI data, 69% of Year 1 students and 80% of our Year 2 students are vulnerable in one or more domains.   |
| <b>Steps to be taken to achieve Priority 3</b> | <p>We will:</p> <ul style="list-style-type: none"> <li>▪ use the syllabus and growth point data to plan purposeful warm ups and open rich tasks</li> <li>▪ have professional development in growth points, mindset, tracking, assessment and feedback</li> <li>▪ participate in regular instructional walks and teacher learning triads, conducting conversations about the data</li> </ul> |

## Community Satisfaction

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### Parent satisfaction

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

The QCS data collected and reported showed that parents were happy with the school and with the programs offered. Parents particularly identified connectedness to the school; learning focus; student motivation; homework; classroom behaviour; behaviour management; stimulating learning; transitions and school improvement as areas of strength for the school. Parents also acknowledged teacher morale; student safety; approachability and reporting as being very high.

The one area identified by parents for improvement was in extra-curricular activities. In 2015, extra-curricular programs that were organised by the school included: Dance Fever, soccer/rugby/netball gala days, choir, debating and peer support.

### Student satisfaction

The QCS data showed that students felt very connected to the school. They found learning stimulating and were motivated to learn. Most students reported that they had a close connection to their peers and enjoyed positive friendships. Overall, student morale was high as was student learning confidence. Students felt supported and valued by their teachers and enjoyed learning in a safe environment.

### Teacher satisfaction

The QCS data showed that teachers and staff strongly supported the student management programs in the school and believed that these contributed to the positive school learning environment. Teachers reported that they were supported in their work by the leadership team and, while they acknowledged the many challenges of their profession, felt empowered in their teaching roles and supported the curriculum processes that were followed. Teachers actively shared the goals and direction of the school and valued the opportunities to work together in teams. Teachers also valued the support given by parents and believed that, overall, students were motivated to learn.



## Student Profile

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### Enrolment Policy

St Patrick'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 | 295  | 263   | 558   |
| 2014 | 284  | 275   | 559   |
| 2015 | 283  | 275   | 558   |

St Patrick's Primary School has not had any significant change in our enrolment numbers and it is anticipated to continue with current enrolment numbers.

### Student attendance rates

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

|                       |       |
|-----------------------|-------|
| <b>Kindergarten</b>   | 93.5  |
| <b>Year 1</b>         | 92.95 |
| <b>Year 2</b>         | 95.21 |
| <b>Year 3</b>         | 94.21 |
| <b>Year 4</b>         | 93.52 |
| <b>Year 5</b>         | 94.54 |
| <b>Year 6</b>         | 93.62 |
| <b>School Average</b> | 93.93 |

### 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) | 527 |
| Students with disabilities (SWD)               | 37  |
| Indigenous                                     | 0   |

### 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

St Patrick's Primary School has a strong stance against bullying and immediate action is taken to resolve any reported incidents of bullying. Parents are contacted by the Assistant Principal if serious breaches of the school rules occur. Their support is greatly appreciated.

In 2012, the *Student Management* policy was updated and this process involved staff, students and parents. A *Code of Conduct* clearly outlines acceptable behaviours and consequences for failing to uphold these behaviours. These consequences vary according to the level of misbehaviour with parents being informed at all levels.

Students are rewarded for positive behaviours at a weekly school assembly and at a principal's morning tea each term. Corporal punishment is not accepted under any circumstances.

All individuals are valued and their dignity preserved. Students are encouraged to practise explicit Catholic moral and ethical values. St Patrick's Primary School encourages a safe, protective and just school.

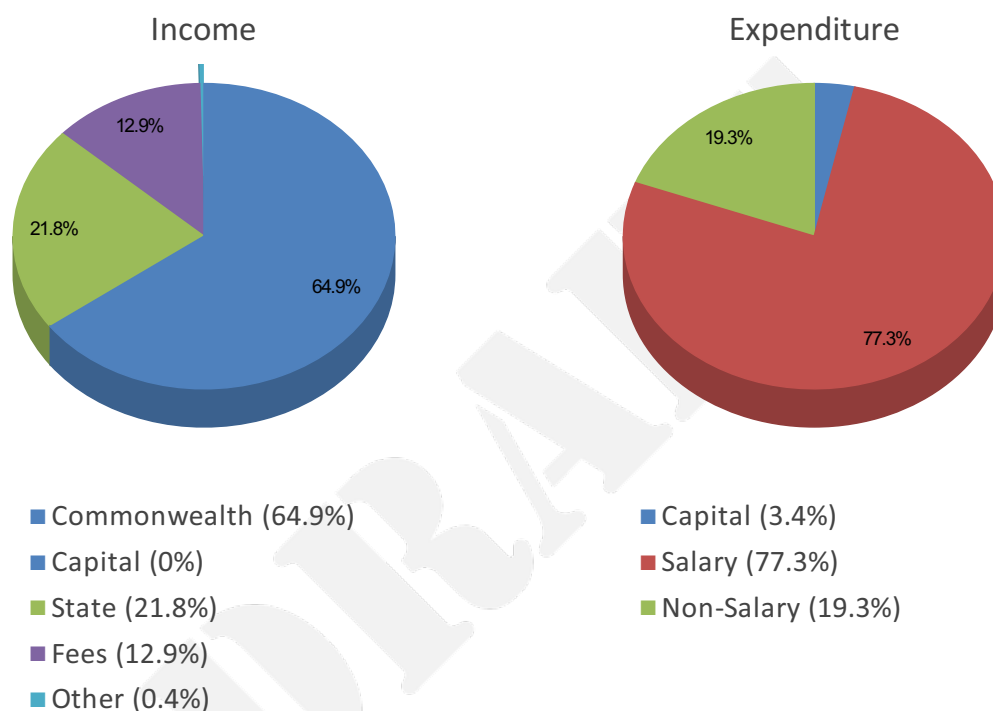
There were no changes to this policy in 2015. The full text of the *Student Management* policy is available on the school's website.

### Complaints and grievances policy

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

There were no changes to the policy during 2015.

## Section Eleven: Financial Statement



| RECURRENT and CAPITAL INCOME               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$4,063,767        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$1,364,656        |
| Fees and Private Income <sup>4</sup>       | \$809,466          |
| Other Capital Income <sup>5</sup>          | \$22,546           |
| <b>Total Income</b>                        | <b>\$6,260,435</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$205,443          |
| Salaries and Related Expenses <sup>7</sup> | \$4,652,524        |
| Non-Salary Expenses <sup>8</sup>           | \$1,162,459        |
| <b>Total Expenditure</b>                   | <b>\$6,020,426</b> |

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

