

2015 ANNUAL SCHOOL REPORT



St Thomas Aquinas Primary School, Springwood

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Thomas Aquinas 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 pleased to present to you the 2015 Annual School Report for St Thomas Aquinas Primary School, Springwood. At St Thomas Aquinas Primary School we believe that a holistic education which develops the intellectual, spiritual, physical, social and emotional aspects of each child is critical in empowering students with the knowledge skills, values and attitudes that will enable all students to reach their personal goals and contribute to the betterment of society.

Through daily interactions with students, our Catholic faith is modelled and explicitly taught and spirituality is nurtured. The staff, in partnership with families and our parish priest, is committed to providing a school where children feel happy, safe, cared for, and are always actively engaged in their learning.

Our school focused on the implementation of our learning goals:

- formation: to improve students' knowledge about the church
- numeracy: to improve all students' learning in numeracy with focus on counting and place value
- literacy: to improve all students' learning in reading

Significant initiatives that enriched the educational purpose of the school were:

- drama literacy: students in Year 3 benefited enormously from weekly drama lessons from a trained actor and a performance as part of the Parramatta Diocesan Creative Arts initiative, *Captivate*
- band: as part of the Captivate program a concert band continues to show development
- choirs: our senior and junior school choirs participated in a number of school, community, parish and diocesan events during the year
- Holy Week liturgies: students led the school in retracing the passion and resurrection of Christ
- Grandparents Day: the day encompassed a special liturgy, shared picnic, concert and open classrooms
- Italian: the continuation of this language program which enabled students to develop their proficiency in Italian as well participating in culture-enriching activities

Parent

At St Thomas Aquinas Primary School, we welcome the involvement of parents in all aspects of school life. There are a number of activities in which parents may participate including:

- planning and assisting with the Walkathon
- other fundraising initiatives eg Fathers Day stall, Mothers Day stall, Sports Day barbecue
- school excursions
- sporting events - school, zone, diocesan
- school library, book club and book fair
- parent tutors in the Reading Support program
- clothing pool
- social justice appeals
- parent focused learning meetings
- Mathematics groups in classes
- performing arts initiatives eg Wakakirri

- chess club
- community morning and afternoon teas
- ongoing liaison with the home-school liaison minister

We believe education is the joint responsibility of parents, teachers and children and that by working together we can provide the best possible learning environment for students.

Student

The Student Representative Council (SRC) is made up of students from each class in Years 5 and 6. The representatives are nominated and elected by their class peers. Nominated students, if elected, are asked to prepare a short address to their class outlining their vision and goals. The speech is prepared at school and is composed solely by the nominated students.

The work of the SRC includes:

- The SRC being responsible for the daily raising and lowering of the national flag and assisting with the weekly assembly.
- The SRC meeting with the assistant principal each week and opinions are sought about certain issues and initiatives.
- The SRC working with the assistant principal and principal in presenting social skills, expectations and school pride at assemblies.
- The SRC being responsible for meeting and greeting official visitors to our school.
- At times, members of the SRC are called upon to represent the school at other special events such as ANZAC Day, Springwood Foundation Day, Vietnam Veterans Day and school tours for prospective families.

The other area of student leadership is through the 'Mini Vinnies' group which comprises students from Years 4 to 6 who propose and enact social justice initiatives. This group is facilitated and supported by the school's Religious Education coordinator.

The school has a proud tradition of servant leadership. All students are actively encouraged to strive to model respect, kindness, wisdom and charity to fellow students and the broader community.

Who we are

History of the school

St Thomas Aquinas Primary School, was opened in 1921 with a total school enrolment of 24 students in the old church building located on the corner of Hawkesbury Road and Macquarie Road, Springwood. By 1962, enrolment had increased to 187 students and a new school building was erected on the Hawkesbury Road frontage.

The Sisters of St Joseph taught at the school until 1976, when the first lay principal was appointed.

The first stage of the new St Thomas Aquinas Primary School was opened on its current site in 1982.

Seven new classrooms, an administration block and library were completed in 2001. A covered learning area was constructed in 2006 with funds raised by the parent body. A new multi-purpose learning and performance space (Bishop Manning Learning Centre) was completed in 2011 together with other school upgrades as part of the federal government's Building the Education Revolution (BER) program.

Location/drawing area

The school is located on a most picturesque site with ample playing areas and views of the surrounding bush land and national park. The school is in close proximity to the parish church, pastoral centre and the neighbouring St Columba's Catholic College.

As part of the parish of Springwood, the school draws most of its enrolments from families living within the parish area. This area includes the townships of Linden, Faulconbridge, Springwood, Winmalee, Yellow Rock, Hawkesbury Heights and Warrimoo. Additionally, some students come from the greater Blue Mountains area.

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	35
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	1
Number of non-teaching staff (includes teachers' aides)	10
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	91.77
Percentage of 2015 teaching staff who were retained from 2014	90

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our school community has a meaningful and vibrant liturgical and prayer life which follows the seasons and feasts of the church and celebrates significant events in the life of the school. These include weekly parish mass attendance by various classes; Opening School Mass; Year 6 Graduation Mass; End of Year Mass; Student Representative Council induction liturgy; Reconciliation; staff prayer; daily class prayer; daily whole-school peace prayer and the Angelus; Lenten and Holy Week liturgies; Easter; Pentecost; Advent; and Christmas pageant. Additionally, we hold ceremonies and prayers for current events in the world including Mission Week and Grandparents Day. Together with the parish we provide opportunities for children to receive the Sacraments of Reconciliation, Eucharist and Confirmation

We place great importance on the contribution of the visual and performing arts to the liturgical life of our school. This, together with the ambience; the sense of reverence and occasion; and the preparation of the children to participate in liturgies meaningfully, contributes to our communal worship. Special attention is paid to the centrality of Word and Sacrament. Live music, singing, drama, symbols, visual art works, gestures and liturgical movement are incorporated into all celebrations.

Social Justice

Our school works actively towards a variety of initiatives that strive to share faith and extend kindness and compassion for those in our community who are in need.

In 2015 these included:

- a student led 'Mini Vinnies' group assisted in leading social justice initiatives in the school
- school/home liaison minister visited homes and pastorally supported families

As part of the school's social justice outreach the following fundraising took place, focused on supporting the work of Caritas, St Vincent de Paul and the local community:

- Mission Week
- St Vincent de Paul Christmas Hamper Appeal
- Grandparents Day
- mission work with St Columba's Catholic College students
- Project Compassion
- knitting blankets for local families

School home and parish partnerships

The school has close links with its parish. Students attend the weekly parish mass on a roster basis. Our pastor or assistant pastor visits the school to administer the Sacrament of Reconciliation. The school supports the Sacramental program of the parish in practical and spiritual ways such as praying for, and acknowledging the candidates, and providing the music for the Sacramental liturgies and masses.

The school joins with the community in hosting a Grandparents Day each year. Grandparents and other significant family members are welcomed to the school for a liturgy, picnic, concert and open classrooms.

The home/school liaison minister's role is most important in supporting families practically and extending hospitality to them. The home/school liaison minister visits many homes during the year, assisting to build relationships between home and school.

Parents are involved in the pastoral and sacred life of the school in a variety of ways such as:

- attending weekly parish mass with their children
- attending and participating in the rich liturgical life of the school
- nominating students for *Love One Another* awards for living out the school motto

- collaborating with the school in assisting the parish Sacramental program
- charitable works for other families eg supply of meals and pastoral care
- ongoing practical support of families in need

Religious Education

- Students and staff at St Thomas Aquinas Primary School have a strong sense of being part of a Catholic school and this is translated into an authentic culture of religious practice.
- Students are involved in Religious Education in the classroom through the Parramatta Diocesan syllabus, *Sharing Our Story*, and the gospel message is reflected in a number of other ways, including regular parish mass attendance, Reconciliation, prayer, pastoral care programs, charitable works, religious music and art.
- The school also actively supports the parish-based Sacramental program.

Professional Learning of staff in Religious Education

We undertook professional learning to:

- deepen teacher understanding of what it means to be religiously literate
- utilise resources to build teacher knowledge about the church and associated Scripture prior to teaching units
- use a variety of resources to deepen students' connection and reflection of the gospel with each Church unit
- share the learning purpose and success criteria of lessons with students
- establish connections between the church, the example of Jesus and their lives as Catholic Christians
- learn about church through professional reading
- use drama-literacy processes to engage teachers in professional learning about the church
- examine assessment processes linking specifically with our focus on the church

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	98	94	84	73
	Literacy	96	95	75	72
	Reading	100	95	84	71
	Writing	100	96	83	76
	Spelling	100	93	76	65
	Numeracy	100	94	66	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	69	61
	Literacy	91	93	65	57
	Reading	99	93	74	58
	Writing	99	92	65	52
	Spelling	95	93	65	61
	Numeracy	100	95	64	56

The school's NAPLAN data highlights were:

Reading

Year 3:

- The percentage of students in the top three bands has increased from 77% in 2014 to 84% in 2015.
- Of our students, 100% were at, or above, the national minimum standard in reading.

Year 5:

- The percentage of students in the top three bands has increased from 68% in 2014 to 74% in 2015.
- The percentage of students in our school scoring in the top three bands was 16% above the national data.

Writing

Year 3:

- The percentage of students in our school scoring in the top three bands was 7% above the national data.
- Of our students 100% were at, or above, the national minimum standard in writing.

Year 5:

- The percentage of students in the top three bands has increased from 43% in 2014 to 65% in 2015.
- Of our students 99% were at, or above, the national minimum standard in writing.

Areas for development: data of student writing in relation to syllabus expectations together with NAPLAN data confirms that writing is an area where students require additional learning.

Strategies to support development: students developing better understanding of the different aspects of writing with a focus on sentence structure and vocabulary.

Numeracy

Year 3:

- Of our students, 100% were at, or above, the national minimum standard in Numeracy.
- The percentage of students in our school scoring in the top three bands was 5% above the national data.

Year 5:

- Of our students, 100% were at, or above, the national minimum standard in Numeracy.
- The percentage of students in our school scoring in the top three bands was 8% above the national data.

Areas for development: data and teacher data analysis indicates that students need to develop their ability further to apply their knowledge of number skills to tasks that require problem-solving and reasoning.

Strategies to support development: students engaging in challenging experiences which require communication, problem-solving and reasoning.

School curriculum

We believe in an educational environment which provides a rigorous, balanced and relevant curriculum focused on the unique needs of each child so that every individual is valued, nurtured, cared for and respected, while also being challenged to achieve his or her best in all

aspects of learning.

Additional teaching and learning programs in place for students include:

- Italian language and culture lessons
- small group music lessons in conjunction with Springwood School of Music
- chess club
- school musical productions eg Captivate Showcase, Wakakirri
- transition programs (ie Kindergarten Transition)
- sport (inter-school and intra-school)
- choir and musical performances
- author visits
- Premier's Reading Challenge
- excursions
- theatre performances
- Captivate Drama and Literacy program
- Concert Band program (brass and wind instruments)

The school provides the following learning support programs for students including:

- St Thomas Aquinas Rich Support (STARS) – inclusive learning support
- Reading Recovery teachers (2) intervention for vulnerable students in reading
- Extending Mathematical Understanding (EMU) specialist teacher intervention for vulnerable students in numeracy
- Autism Class K6A (staffed by Autism NSW) – integration of students both academically and socially
- Writers Club - literacy support and extension
- School Wide Literacy Group program – caters for remediation and extension in literacy with students in needs-based groups
- speech and occupational therapies where therapists visit the school
- Listening program
- school counsellor
- Social Skills and Anti-Bullying program

Initiatives to promote respect and responsibility

The school sets high expectations regarding respectful behaviour, grooming, manners and interaction with others. Processes and expectations are set out in our *Pastoral Care and Student Management* policy.

We work in partnership with parents to ensure that these expectations are met through visual reminders, explicit modelling and reinforcement.

As a result, the school has developed a culture of hospitality and welcome. Through explicit articulation of expectations, our students consistently demonstrate appropriate reverence, respect and participation in a variety of settings including liturgies and assemblies.

The school uses the restorative justice approach in student management which is based on taking responsibility for one's own actions and being respectful of the rights of others as well as restoring positive relationships.

The school participates in many civic activities including:

- Springwood ANZAC Day march and wreath laying ceremony
- Springwood Vietnam Veterans Day

- Springwood Foundation Day
- Grandparents Day
- works of social justice
- Springwood Christmas Tree Decorating Ceremony

Professional Learning

We undertook professional learning to:

- utilise data to ensure all students reach their reading benchmark for their grade including running records and Progressive Achievement Tests in Reading (PAT-R) comprehension
- increase awareness of the reading progress of each student through the use of a data wall
- administer and analyse running records consistently in order to track student progress and inform teaching
- skill teachers in the pedagogies of guided reading and shared reading
- explicitly teach skills utilising drama/literacy strategies
- improve strategies for counting and place value
- use the case conference process to support students 'stuck' with their learning in literacy or numeracy
- understand the structure and pedagogy of an effective numeracy and literacy session
- administer and analyse the Mathematics Assessment Interview (MAI) in Years 1 to 6
- develop and deepen teacher understanding of strategies, learning activities and questioning to extend student understanding of counting and place value
- share the learning intention and criteria for success with students

School Improvement

Annual school priorities

Priority 1	To develop student religious literacy with a focus on the domain of church knowledge and understanding
Reason for priority 1	As a school we wished to improve the religious literacy of all students in response to the Religious Assessment data for 2014 which showed a school deficit in the key <i>Sharing Our Story</i> (syllabus) knowledge strand of church.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ utilised resources to build knowledge about church ▪ read theological background ▪ pre-read Scripture passages prior to teaching key concepts ▪ established links between church, Scripture, catechism and tradition ▪ drew out essential learning for themselves as adults and for students ▪ explored websites such as Understanding Faith, RResource, Liturgy Help ▪ were involved in professional learning through readings on Pentecost and Mary's honoured place in the Australian and the universal church
Status of priority 1	Achieved

Priority 2	To improve all students' learning in reading
Reason for priority 2	At the end of 2014 20% of students in Kindergarten to Year 2 did not reach the reading benchmark.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ became more familiar with the Kindergarten to Year 2 (K-2) <i>Diocesan Reader Profiles</i> ▪ applied agreed practices for the teaching of reading skills and strategies ▪ used shared vocabulary to discuss learning with colleagues ▪ learnt how to access and use online Progressive Achievement Tests in Reading (PAT-R) data ▪ learnt how to access and use the Literacy Pro website ▪ became more familiar with the new English syllabus ▪ used selected iPad apps to enhance literacy acquisition
Status of priority 2	Achieved

Priority 3	To improve all student learning in numeracy, focusing on counting and place value
Reason for priority 3	The 2015 Mathematics Assessment Interviews (MAIs) indicated that a significant proportion of students in Years 1 to 6 were vulnerable in two or more domains of number particularly in the domains of counting and place value.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ administered the MAI with all students ▪ engaged in collegial discussion around results of the MAI ▪ used the growth point descriptors and preferred strategies to inform and refine teaching ▪ observed, monitored and tracked students' mathematical progress ▪ identified mathematically vulnerable students and those who needed extension ▪ cooperatively planned mathematical learning experiences ▪ discussed insights gained from student reflection journals
Status of priority 3	Achieved

Projected school priorities

Priority 1	To improve student knowledge about the church's prayer traditions
Reason for Priority 1	The religious literacy data for 2014 and 2015 plus teacher consultation indicate that knowledge about prayer is a school wide need.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ become familiar with relevant traditional church prayers ▪ deepen theological understanding of prayer ▪ understand links between traditional prayer and scripture ▪ experience prayer in many forms ▪ introduce and use class prayer kit for students to use with their families
Priority 2	To improve the quality of student writing with a focus on sentence structure and vocabulary
Reason for Priority 2	Teacher assessment of student writing and NAPLAN data indicate this is an area where students require additional learning, particularly in the areas of sentence structure and vocabulary.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ daily composition of texts by all students ▪ regularly publishing and celebrating student writing ▪ development and understanding of the different aspects of writing ▪ transference of knowledge and skills in writing to other areas of the curriculum ▪ tracking of students on the Literacy Continuum (Aspects of Writing) through collecting and analysing student writing samples ▪ insuring agreed practice across the school regarding writing pedagogy

Priority 3	To improve student application of problem-solving in numeracy
Reason for Priority 3	NAPLAN, MAI and teacher data analysis indicates that students need to develop their ability further to apply their knowledge of number skills to tasks that require problem-solving and reasoning.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ ongoing assessment based on Growth Point Framework and NSW Syllabus outcomes ▪ developing efficient strategies to assist with problem solving ▪ drawing connections between Mathematics and other Key Learning Areas ▪ engaging in challenging experiences which require communication, problem solving and reasoning in individual and group tasks

Community Satisfaction

Parent satisfaction

The Catholic Education Diocese of Parramatta annually engages Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about their perceptions.

The QCS survey data collected in 2015 provided the following insights from parents about the school.

Areas of strength:

- school improvement focus
- learning opportunities for students, particularly the school's focus on learning
- behaviour management
- student engagement and their connectedness to school
- extra-curricular opportunities
- peer relations, particularly student social skill development
- the commitment and professionalism of the teachers
- opportunities for the expression of Catholic culture through social justice initiatives, community outreach and the parish

Areas for further inquiry:

- further ways to engage parents in learning dialogue

Student satisfaction

Areas of strength:

- connectedness to school
- stimulating learning
- connectedness to peers
- student safety

Areas for further inquiry:

- student confidence in their learning

Teacher satisfaction

Areas of strength:

- supportive leadership
- clarity of teacher role
- empowerment and ownership
- school improvement focus
- school morale
- feed-back and recognition

Areas for further inquiry:

- ways to collaboratively engage teachers in professional learning

Student Profile

Enrolment Policy

St Thomas Aquinas 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	290	250	540
2014	304	261	565
2015	314	265	579

The school trend for the past five years has indicated a significant increase in enrolments both from new families moving into the area and those relocating from local schools. It is expected that enrolments will continue to increase in 2016.

Student attendance rates

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

Kindergarten	93
Year 1	92
Year 2	92
Year 3	93
Year 4	93
Year 5	91
Year 6	93
School Average	92

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)	53
Students with disabilities (SWD)	28
Indigenous	8

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

A copy of the *Pastoral Care and Student Management* policy (revised 2015) is available in hard copy from the school office and from the school website. The policy includes further details pertaining to *Procedural Fairness*. The *Student Welfare and Discipline* policy remained unchanged during this reporting period.

At St Thomas Aquinas Primary School, we believe that the idea of partnership is integral to fostering growth amongst members of the school community. It is about developing empathetic, reciprocal relationships which encourage and support the realisation of gifts within each person and a commitment to the wellbeing of the school community.

Procedural fairness underpins all issues that deal with the management of students. Procedural fairness is based on the following two elements:

1. The right of each person to be heard, which includes:
 - the right to know the issue/complaint/allegation related to a specific matter and any other information which will be taken into account in considering the matter
 - the right to know the process in which the matter will be considered
 - the right to have reasonable opportunity to respond to the issue/complaint/allegation
 - the right to know the reasons in support of any decision made

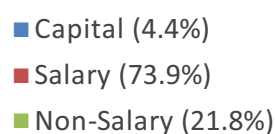
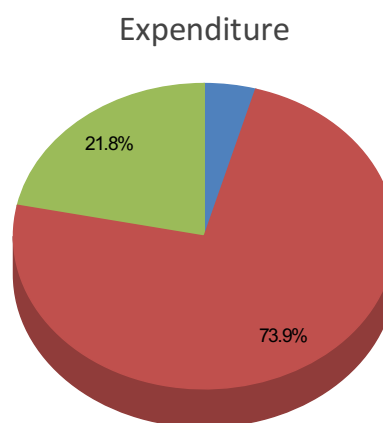
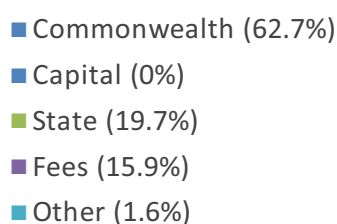
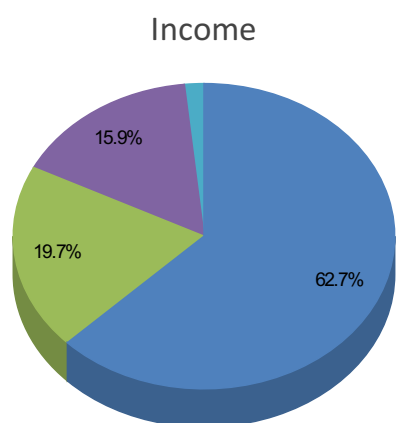
2. The right of a person to an impartial decision, which includes:
 - the right to impartiality in the investigation and decision making process
 - the right to absence of bias in the decision maker

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 policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu/policy-central>.

There were no changes to the policy during in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,851,323
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,211,220
Fees and Private Income ⁴	\$978,452
Other Capital Income ⁵	\$100,975
Total Income	\$6,141,970

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$257,741
Salaries and Related Expenses ⁷	\$4,376,642
Non-Salary Expenses ⁸	\$1,288,911
Total Expenditure	\$5,923,294

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.

