

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### Our Lady of Lourdes PS

Anderson Drive, TARRO 2322

Principal: Cheryl Henderson

Web: <http://www.mn.catholic.edu.au/schools/region-map/all-saints/tarro-our-lady-of-lourdes-primary-school/>



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## About this report

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Our Lady of Lourdes PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

2019 was a year of significant growth for our school community. We celebrated academic success with all students and supported them on their learning journeys as well as continuing to be involved in a variety of sporting activities. The garden project remained vibrant and developed in size, including the acquisition of a boat! We celebrated Mother's Day, Father's Day, Grandparent's Day, Holy Week, Easter, ANZAC Day, Remembrance Day, the Feast Days of Our Lady of Lourdes and St Mary of the Cross MacKillop, NAIDOC Week and Harmony Day. We had Colour Fun Day, Y5 had a fabulous time on Camp, Y6 visited our National capital and Y4 participated in Mercy Works activities. Our Choir continued to excel, taking out a first place and a second place in the Abermain Eisteddfod! Aboriginal education in our school went from strength to strength with all students and staff deepening our understanding and respect for the traditional owners of this land. We maintained our commitment and focus on Information Technology and our new website became live at the end of the year. We became a Gifted Education Lead School which has broadened our teaching and enhanced the learning opportunities for students who display academic strengths in a variety of areas. Our Mini-Vinnies group continued their wonderful work to support those who are less fortunate than we are, including visiting St Joseph's Aged Care Facility at Sandgate and hosting a Mini-Vinnies morning tea. Our parents and parish community steadfastly maintained their confidence and trust in the staff of this amazing school. Finally, a building project started in the beginning of the year and In 2020 we will move into impressively large replacement demountables complete with interactive TVs and will officially open our refurbished toilet block!

### Parent Body Message

During 2019 the parents and friends of Our Lady of Lourdes were included in the life of the school in many ways including: the opening and closing Masses for the year, Liturgy's, Catholic Schools Week Open Classrooms, Book Week, Cross Country and the Athletics and Swimming Carnivals. This inclusion in the creation of community for our children is one of the many blessings of being associated with OLOL! The Parents and Friends Association was able to host many friend-raisers/fundraisers for our school community throughout the year eg Hot Cross Bun Drive, Easter Raffle, Mother's Day Stall, sale of Entertainment Books, a Disco, Father's Day Stall and Colour Fun Day.

## Student Body Message

At Our Lady of Lourdes we are helped every day to learn lots about ourselves, others and the world. Our teachers show us the way to work together and be the best we can be. The things that are really important here are:

- getting along with one another;
- leading by example;
- having the right to learn;
- getting the chance to learn from our mistakes;
- accepting others;
- social justice;
- teamwork;
- working together to help the community;
- quality education;
- honesty;
- courage;
- faith;
- mercy;
- Gospel values;
- living like Jesus; an environment that is loving and caring;
- kindness;
- maturity;
- confidence;
- respect;
- integrity;
- sharing our gifts;
- being your true self;
- knowing God!

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## School Features

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Our Lady of Lourdes Catholic Primary School, Tarro was opened in 1944 with an enrolment of 32 students and 2 teachers – both Sisters of Mercy, who shared the children between them. Their teaching space was the Church (now our Chapel), which had a curtain hanging across the middle to separate the two classes and every Friday from then on a great deal of time was spent clearing away the signs of education and preparing for weekend Mass – Monday morning was taken up with restoring the school space. It would be another 14 years before a ‘proper’ school was opened. We are truly blessed to be sharing this unique journey as part of the wider community. We are contributors to a culture which is deeply embedded with Gospel values and we continually work to strengthen school and Parish links. Our school is an extension of the Parish community and Chisholm Region and we work in partnership to foster the spiritual formation and education of our students. Pastoral Care for our students and their families is a priority at OLOL as we share the privilege of guiding children in their growth. Academic excellence and seeking the best outcomes for each individual is at the pivotal to our ministry as educators. We are the keepers of the story which began so long ago and is revered in the stained-glass windows which are gifted to the school each year by our Y6 students as they move forward to their Secondary education. Our students now move to St Bede's Secondary School (opened at the beginning of 2018) to continue their Catholic education.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
119	102	19	221

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 91.21%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.10	91.50	91.30	91.70	91.60	92.20	89.10

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	32
Number of full time teaching staff	11
Number of part time teaching staff	10
Number of non-teaching staff	11

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Summary of professional learning at this school

The staff participated in a number of staff development days. Staff development days are an important part of the ongoing professional development of the staff at OLOL. The first day staff development day was at the beginning of the year where staff were inducted to the requirements and protocols of the school. This was also an opportunity for staff to form their PLT's for the year and begin to plan how these would be utilised during the first Semester. Later in the year Staff were involved in a staff development day conducted by one of the Education Officer in relation to Behaviour Support, Craig Moore. This SDD was in relation to Wellbeing and the beginning stage in developing a Wellbeing Framework for Our Lady of Lourdes.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Our **VISION** is to live God's call through the Mercy Tradition.

Our **MISSION** is to educate through compassion, respect, hospitality, justice, service and courage.

We are **COMPASSIONATE** by including others, being forgiving, patient and treating others with kindness.

We are **JUST** by being inclusive, treating each other fairly and respecting differences.

We are **RESPECTFUL** by seeing others in the image and likeness of God.

We are **HOSPITABLE** by welcoming all, just as Jesus taught us through the Gospels.

We **SERVE** through leadership and service to others.

We are **COURAGEOUS** by living God's call and encouraging others to stand up for what is right.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Students and their needs are at the centre of curriculum planning at Our Lady of Lourdes, Tarro. Students are encouraged to be lifelong learners, who reach their full potential through curriculum knowledge, skills and deep understanding of the world in which they live. We aim to ensure that all students are able to reach their full potential through the programs that we offer. The students learn across the 6 Key Learning Areas that are a requirement NSW Education Standards Authority as well as Religious Education which is guided by the Diocese of Maitland- Newcastle.

Students are engaged in learning using a variety of strategies and ongoing assessment procedures, which are both formal and informal. We meet the needs of students through a diversity of measures including whole class, small group and differentiated tasks. InitialLit, MiniLit and MultLit are programs that utilise to assist with learning of Literacy skills. The InitialLit Programme begins in Kindergarten and continues through Years 1 and 2.

One important aspect of curriculum that was introduced at OLOL to cater for gifted students was becoming a GEL school (Gifted Education Lead). We began to explore what this would involve at the end of 2018 but were fully immersed in the process during 2019. This involved Kathryn Stuart being appointed as the GEM (Gifted Education Mentor) who would work with the staff to provide ongoing support and professional development in the area of Gifted Education. The school undertook the process of testing all students using the CogAT testing screen to help identify those students who are in the gifted range. This involved Years 1-6 in term 1 and Kindergarten in Term 4. Once the results were received Professional Development was provided by Sally Brock for the Catholic Schools Office to engage staff with results and the ways that they could be utilised to best support the identified students. Staff were then provided with further Professional Learning on differentiating the curriculum

for all students, even those identified as gifted to achieve higher standards and deeper knowledge in their learning.

This was an ongoing process and throughout the year it was observed that students created some interesting and more detailed pieces of work due to the nature of differentiating the curriculum. An overview of our year and Action Research was presented at the Gifted Education Presentation Day. Further work will continue in this area in 2020 with a view to completing action research which looks more closely at the results of PAT data and the growth that gifted students are making through the use of differentiating the curriculum.

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	59%	57%	16%	11%
	<b>Reading</b>	47%	53%	16%	11%
	<b>Writing</b>	50%	51%	0%	6%
	<b>Spelling</b>	38%	48%	13%	13%
	<b>Numeracy</b>	28%	40%	19%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Grammar and Punctuation</b>	28%	34%	17%	17%
	<b>Reading</b>	31%	37%	8%	12%
	<b>Writing</b>	14%	17%	19%	19%
	<b>Spelling</b>	28%	34%	6%	14%
	<b>Numeracy</b>	24%	29%	11%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

Be Respectful and Be Responsible are two of our four school rules. Combined with Be a Learner and Be Safe, these rules underpin all values, attitudes, and behavioural expectations at Our Lady of Lourdes Catholic Primary School. A key focus is that each of us has the right to be respected and the responsibility to ensure that our words and actions help others to feel respected as well. Signage around the school remind students of these values, which are explicitly taught in classrooms and focussed on at our weekly awards assembly. Throughout 2019 our Mini Vinnies Team,(who were elected by their peers and commissioned at the beginning of the school year, led the school in various initiatives to promote social justice and raise funds for the needy, including a disco, a raffle (prizes donated by families of Y5 students) and the collection of Christmas hamper donations. Y5 students entertained residents with their beautiful singing at a local nursing home in Term 4. During the 2019 Year 4 students joined their peers from other Mercy schools in our Diocese to participate in Mercy Works. At Our Lady of Lourdes, Tarro we foster respect and responsibility not only for ourselves and others, but also for our environment, our heritage and our Mercy Charism. Aboriginal Education has a high priority at our school and values of respect and responsibility are taught in relation to our indigenous peoples and their culture. Our Aboriginal Education Teacher is involved in all classes and non-Aboriginal students join their Aboriginal peers in deepening their understanding of this rich history. We also host three satellite classes (Hunter Aspect School) for children with Autism and our students are reminded daily of the need to support people with differing abilities.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

- Implemented training for beginning and emerging leaders in faith leadership.
- Heightened awareness offered support and provided opportunities for individuals and each stage to engage with the standards and profiles in order to achieve accreditation.
- Engaged with specialist teachers /skilled staff to continually develop successful pedagogy in varying KLAS.
- Provided PD for staff in STEM/ STEAM.
- Implemented GELS Programme.
- Identified and extended gifted learners.
- Provided continued PD for staff in Early Learning Framework.
- Strengthened the integration of processes and systems for governance and compliance.
- Ongoing development of risk management processes.

### Priority Key Improvements for Next Year

- New Vision and mission statements are explicitly taught to the students.
- Opportunities provided for on-going Spiritual Formation experiences.
- Embedding of differentiation tasks.
- School Agreed Practices - Learning walks, Learning Intentions, Success Criteria, 5 Questions, Lesson Observation with Peers.



- Use student learning goals and assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying learning intentions and success criteria.
- For all teaches to participate and lead learning to update knowledge and practice, targeted to professional needs and school and system priorities.
- Development of School wide Wellbeing Framework.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The atmosphere at Our Lady of Lourdes School is greatly enhanced by the involvement of parents, parishioners and members of the wider community. We continually seek additional ways to encourage this community involvement. Parents and family members are always welcome at OLOL. Parents regularly show their appreciation for the staff of this school and comment on the efforts that are made each and every day.

Some noteworthy comments from 2019:

- It is a gift to our family to be part of the OLOL community. Thank you for all that you do!  
*(Parent email to Principal)*
- We are so grateful that the learning needs of our little boy were detected early. *Kinder parent.*

The staff of Our Lady of Lourdes are a cohesive team of professionals whose dedication to their students is extraordinary. We continue to maintain a very high retention rate with the only teachers who left us in 2019 were those who obtained permanent positions in other schools. Unfortunately, there were no permanent positions available here.

Meeting the needs of all students is critical here. In 2019 our stated purpose for all learners was to support them to be secure and happy, to have opportunities for success, to provide good models to assist understanding and to celebrate their variety of talents and the need to be able to use them in learning.

### Student satisfaction

#### SPORT

**Swimming:** Following a wonderful school swimming carnival, 27 students represented Our Lady of Lourdes at the All Saints Cluster Regional Swimming Carnival at Maitland. Seven students were selected to represent the region at the Maitland-Newcastle Diocesan

Championships, held at New Lambton. Three students swam themselves onto the Diocesan team to compete at Polding in Sydney. Two students were selected to represent Polding at the NSW PSSA Swimming championships.

**Cross Country:** In 2019 Our Lady of Lourdes students competed in the Diocesan Cross Country Competition. All competitors from our school performed very well. One student achieved 1st Place in the Under 11's Division. She continued her success with a 2nd Place at the Polding Competition. This result qualified her to compete in the State Cross Country Competition where she achieved 15th Place.

**ASC Soccer Gala Day:** Mixed Junior and Senior Soccer teams represented the school at the ASC Soccer Gala Day held at Speers Point. Both teams performed admirably and improved with every game they played. Excellent sportsmanship was displayed by all team members.

**Athletics:** All students from K-6 eagerly participated in Our Lady of Lourdes Athletics Carnival at Hunter Sports Centre in Glendale. Many parents helped on the day, which was appreciated. From this event, 40 students were selected to represent the school at the All Saints Cluster Regional Athletics Carnival at Glendale. Six students went on to represent the region at the Maitland-Newcastle Diocesan Championships, also held at Glendale. Three students were chosen to represent the Diocese at Polding, with two winning medals and going on to represent Polding at the NSW PSSA Championships.

**Rugby League:** We competed in the Rugby League 7s, and a Touch Football Gala Day. All of the students who participated in these Gala Days had wonderful experiences where they competed well and enjoyed playing together as a team. In the Diocesan Winter Sports Trials for Rugby League. Three students were successful in being selected in the Diocesan Rugby League Team where they competed at Polding. In the Diocesan Winter Sports Trials for Touch Football, two students were successful at Regional and Diocesan Trials and competed at Polding.

**Programming Lunch Club:** Around ten stage 3 students self-identified their suitability for the club based on their interest and willingness to participate. The students met at lunch time once a week in the computer lab and were taught the basics of HTML code. The course content was developed by Year 6 student. By the end of the year students were able to create basic websites by writing the code behind them.

**Social Skills Lunch Club:** Students have the opportunity to gather in our Chapel to play board games etc and be guided in the development of positive social interaction.

## Teacher satisfaction

The staff of Our Lady of Lourdes are a cohesive team of professionals whose dedication to their students is extraordinary. We continue to maintain a very high retention rate with the only teachers who left us in 2019 were those who obtained permanent positions in other schools. Unfortunately, there were no permanent positions available here.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2597614
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$772559
Fees and Private Income <sup>4</sup>	\$453246
Interest Subsidy Grants	\$15971
Other Capital Income <sup>5</sup>	\$111870
<b>Total Income</b>	<b>\$3951260</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$435507
Salaries and Related Expenses <sup>7</sup>	\$2692744
Non-Salary Expenses <sup>8</sup>	\$1014417
<b>Total Expenditure</b>	<b>\$4142668</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT