



# 2019

## ANNUAL SCHOOL REPORT



### St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mrs Lorraine Vincent

Web: [www.skdydbb.catholic.edu.au](http://www.skdydbb.catholic.edu.au)

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## About this report

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St Kevin's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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') demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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 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

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the school School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

### Parent Body Message

The St Kevin's Parents and Friends (P&F) committee serves the school through its support to the principal by fundraising, social events and community awareness initiatives. This year our P&F continued to provide opportunities focused on strengthening connections within our St Kevin's community, welcoming new families and supporting the promotion of our school in the wider community. In 2019 a number of events were provided to enhance parent engagement and communication which included a greater representation of parents using the Parents' Facebook Group, The Hub.

### Student Body Message

The students at St Kevin's value the school leadership program in place and recognise the fact that all Year 5 and Year 6 students are presented as leaders. All senior students are given the responsibility of being a buddy to Kindergarten students providing a good role model where welcoming and nurturing our younger students are the priorities.

Students are given the opportunity to apply for various leadership positions and are presented with leadership badges at a leadership liturgy at the start of the school year. Students noted the worth of the leadership camp held every second year as a time to bond with each other, and to develop friendships and trust. School leadership at our school is seen as a privilege and the students fulfil their obligations with a sense of pride, responsibility and dignity.

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## School Features

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St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located in the Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, United in Love gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3 June; it is a day of whole school celebration which includes a mass for staff, students and parents.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. Our school supports and attends both the Mater links day and the St Paul's day for our Year 3 boys. Both these days are held early in the year and give students an opportunity to meet and work with the senior students of our Northern Beaches cluster. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches Learning Community and we are present at all cluster sporting events and gala days. Debating and public speaking are co-curricula programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. The student leadership program is valued and well supported by the principal and class teachers.

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## Student Profile

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### Student Enrolment

Students attending the 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
83	85	113	168

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.14%. 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
90.44	93.23	91.67	93.96	94.62	95.96	94.02

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

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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	18
Number of full time teaching staff	7
Number of part time teaching staff	9
Number of non-teaching staff	2

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Day 1 Leading Learning: Numeracy and the effective use of MAI (Mathematical Assessment Data) to track student progress in Number.

Day 2 Leading Learning: PDHPE - Introduction to the new syllabus with a focus on outcomes and content

Day 3 Religious Education: The Mass, a Different Perspective



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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

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Teachers deliver a strong Religious Education curriculum, evidenced by student learning and regular participation in liturgies and masses throughout the school year. Religious Education is programmed with a pathway designed to meet the needs of our students. Students are involved in the various parish based sacramental programs and the classroom program enhances this learning.

At St Kevin's, the Catholic Worldview is evident in relationships between staff, students, families and the parish. Through these relationships, children develop an understanding of servant leadership and what it means to be a disciple in the world today. The Year 5 and Year 6 Mission Leaders led a variety of school initiatives to support Catholic Mission, Caritas, Candela, St Vincent de Paul, World Environment Day and Taronga Zoo Sustainability Program. This year, the students of St Kevin's prepared and led class masses in partnership with their classroom teachers and parish priests. This allowed them to gain a greater

understanding of the structure of the mass. Family Masses were held each term and each stage was given an opportunity to act as hosts. Family participation grew throughout the year due to the enthusiasm of student engagement in class masses. The role of the Religious Education Coordinator (REC) is pivotal to the success of these Parish events and the team approach is evident as the majority of staff see their presence at these events as a priority.

The staff were engaged in regular staff formation throughout the year with Religious Education Professional Learning using the RENEWRE guidelines, meetings, prayer and staff development days. All staff participated in the combined cluster staff day; Breaking Open the Mass. As a result of this day, staff became more confident in assisting with the planning of class masses.

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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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The focus of our School Improvement Plan is to develop students as confident, competent learners with growth mindsets. Key priorities involved providing targeted professional learning in numeracy, literacy and cultures of thinking and using the EPMC (Encouraging Persistence and Mathematical Challenge) program to cater for whole-class teaching and challenge student thinking.

The literacy coach supported teaching and learning in writing, spelling, vocabulary and comprehension strategies. The literacy coach collaborated with the teaching staff to identify students' point of need and implement strategies to support learning. Professional learning aligned with spelling, reading and comprehension strategies.

The leadership team utilised a range of high yield strategies to develop insights into student learning and teacher practice. Instructional walks, data meetings and co-planning with key learning area leaders were all successful experiences. Further supports and interventions in Kindergarten to Year 2 were led by the learning support teacher and Education Officer. The teachers developed individual programs for vulnerable students to develop motor planning skills, pre-reading and early literacy skills as well as writing skills.

Staff attended Cultures of Thinking 'Learning Labs' with Ron Richart. This process was replicated at school with the principal leading a co-planning and modelling of a thinking routine and reflection session with teachers observing.

Stage 2 teachers and the numeracy leader worked in consultation with Peter Sullivan from Monash University on the EPMC mathematics program. The 'experience before instruction' gave students the exposure to challenging tasks with teacher supports in place. Teachers developed questioning techniques and provided students with opportunities to develop mathematical reasoning.

The Mathematical Assessment Interview (MAI) was conducted on all students from Kindergarten to Year 6 at the beginning of the year. Professional learning centred on analysing MAI data, planning for vulnerable students and extension for high performing students. The Extending Mathematical Understanding (EMU) program continued. The school has one teacher trained as an Early Years Specialist. The school ran one EMU intervention

program for a cohort of Year 1 students. Professional learning was focused on place value, using open-ended and challenging tasks to promote mathematical reasoning.

The school embarked on a STEM program this year (Science, Technology, Engineering and Mathematics). The program was led by a specialist teacher with a focus on robotics, coding, engineering and real-world problem solving. The co-teaching model allowed teachers to work alongside the specialist teacher and develop their skills in this area. All students in Year 5 and Year 6 developed their group or individual projects responding to problems they identified in the local area or everyday life. The students were assisted by 'experts' in our local community; they used the engineering design process to respond to their problems and designed awareness campaigns, created prototypes and built websites. The learning culminated in both a school Science Fair and a 2019 Northern Beaches STEM Challenge. Key aspects of the Challenge were the collaborative learning for participants and the coming together at Mater Maria for the celebration of learning day.

## Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48%	59%	9%	10%
	Reading	32%	54%	9%	10%
	Writing	44%	55%	0%	5%
	Spelling	61%	52%	4%	11%
	Numeracy	21%	42%	4%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60%	37%	0%	17%
	Reading	40%	38%	0%	12%
	Writing	20%	19%	7%	18%
	Spelling	47%	38%	0%	13%
	Numeracy	40%	32%	0%	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 [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

Several initiatives and actions have been undertaken throughout this year to promote respect and responsibility in the school community. Respectful and responsible behaviours are explicitly taught through our Positive Behaviours for Learning (PBL) program. Student leaders assume the responsibility of leading peer support groups, respecting the marginalised and promoting our school led initiatives at school assemblies through the support of the Student Representative Council (SRC). The assistant principal meets with the SRC each week to discuss relevant school issues with a focus on our efforts towards sustainability.

Each year our students are plotted onto a Social Emotional Learning, (SEL) continuum to assess their specific needs in this area. Teachers use targeted strategies to explicitly teach students in Core Competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

The main priority for St Kevin's in 2019 was to provide effective professional learning for teachers which focused on developing active and engaged student learners. The focus was on the new Science and Technology syllabus and the addition of STEM ( Science, Engineering, Technology and Mathematics) classes to our weekly timetables. The culmination of this learning led to a school STEM Fair at the end of Term 2 where students from Years 3 to Year 6 were given a opportunity to showcase their learning to the wider school community.

Teaching staff had the opportunity to participate in a combined staff development day which focussed on the various parts of the Mass. Teachers were provided with a different perspective on the Mass and time to plan for class liturgies using a reliable process was very much appreciated. School groups met at the end of the working day to commit to their own call to action.

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much appreciated. School groups met at the end of the working day to commit to their own call to action.

Pastoral Care achievements included the revision of the school PBL (Positive Behaviours for Learning) matrix which will be launched in 2020.

### Priority Key Improvements for Next Year

In 2020 the following three annual goals will maintain our strategic direction at St Kevin's:

- to develop students' lived sense of Catholic identity, discipleship and mission
- to strengthen differentiated teaching practices in order to improve the learning outcomes of all students
- to enhance student well being and community engagement

A number of key strategies will include:

- monitor Religious Education teaching programs with a focus on the inclusion of prayer, liturgy experiences and scripture
- use EPMC to cater for whole class teaching; challenge the thinking of Stage 1 students
- develop school wide consistent strategies to cater for student behaviour

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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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

Parent responses were gathered through the Tell Them From Me surveys. From the survey data, parents feel welcome when entering the school, they can easily talk to both their child's teacher and the Principal. They feel well-informed about school activities through a variety of means such as the weekly newsletter and the Parents' Hub, a Facebook initiative monitored by parents. Parents found satisfaction in the fact that student reports were written in terms parents can understand and that parents were informed about their child's progress in school subjects. Parents also felt well-informed about their child's social and emotional development. Parents gave an average score to indicate that they believe teachers have high expectations for their child and the fact that teachers expect homework to be done on time.

Parent education programs are offered in Term 3 and focus on classroom and student learning. Parental learning opportunities are targeted at different learning stages and provide parents with a practical application of the learning process.

### Student satisfaction

Feedback on student satisfaction was gathered by the principal who interviewed a sample of Year 6 students. These students noted a particularly high level of satisfaction in 2019 in their student leadership roles and the many and varied ways of assisting their school such as the buddy program, open day and Kindergarten orientation mornings. Students at St Kevin's are encouraged to have an active voice and great expectations are placed on our senior student leaders to be good role models to younger students. Students valued the technological opportunities offered in 2019 and particularly referred to the introduction of one to one devices in Year 6 which provided greater autonomy in their classroom learning.

### Teacher satisfaction

Teacher responses were gathered through the Tell Them From Me surveys. Teacher response was favourable in several areas which included working in a safe and orderly school environment and the fact that school leaders were supportive of staff during times of stress. Teachers agreed that school leaders have helped to establish challenging and visible

learning goals for students. The majority of teachers found the time to talk with their colleagues about strategies that increase student engagement which assisted with improved student outcomes. A score of 9.3 (out of 10) showed teachers set high expectations for student learning. Teachers reported on average that their students have opportunities to use various forms of technology to analyse, organise, and present subject matter.

Teaching staff valued time given for updating new syllabus requirements in Science and Technology and Physical Development, Health and Physical Education (PDHPE). In 2019 several staff meetings were used to explore and develop individual learning over a range of topics such as deep learning, spelling and assessment.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,457,248
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$412,523
Fees and Private Income <sup>4</sup>	\$419,011
Interest Subsidy Grants	\$18,675
Other Capital Income <sup>5</sup>	\$131,360
<b>Total Income</b>	<b>\$2,438,817</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$101,521
Salaries and Related Expenses <sup>7</sup>	\$1,832,226
Non-Salary Expenses <sup>8</sup>	\$610,115
<b>Total Expenditure</b>	<b>\$2,543,862</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