



# 2021

## ANNUAL SCHOOL REPORT



### St Thomas' Catholic Primary School

2 Horsley Avenue, WILLOUGHBY 2068

Principal: Mrs Jenny McKeown

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

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## About this report

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St Thomas' Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 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

2021 was unexpectedly an even more challenging year for the St Thomas community than 2020. Our staff proved adaptive and agile in the face of the challenges which the Covid Pandemic created. We pivoted to remote learning swiftly towards the end of term 2 while still provide face to face on site schooling for up to 130 children daily. After some trialling of varied operational models and obtaining regular feedback from parents we settled on a successful model in early term 3. We found by combining classes in single cohorts we were able to provide zoom instruction four days per week for the morning session for all classes. Teachers were needed to meet supervision requirements at least one day per week.

Despite the unusual nature of the year our Da Vinci Decathlon team competed in a remote competition, we were able to run our swimming carnival in term 4 despite restrictions and the Mathematics Olympiad went ahead much to the delight of our Mathematicians in the senior grades.

We offered zoom instrument tuition for those doing remote learning and hope that our award winning band program will flourish in 2022.

### Parent Body Message

St Thomas Primary School is known for its community and the support that the Parents and Friends Association (P&F) and its many committees provide to our families and external organisations.

Despite the restrictions placed on functions by the pandemic and the additional work required to operate within the guidelines from New South Wales Health St Thomas P&F Association ran a highly successful trivia night raising much needed money for our sister parish and school in Letefoho Timor Leste. The money raised will support the continued provision of educational facilities. As lockdown had hampered social gathering over the end of 2020 and early 2021 the event was a sell out and great social success.

Early in 2021, the Parents & Friends Association (P&F) made the decision to plan for a face-to-face Art & Craft Show. After many possible modifications in line with even tighter health advice we eventually coordinated another Covid friendly, 'Opening Night In.' Families gathered in small groups in local parks and streets and hosted a great night in, participating in live, as well silent, auctions. Many thanks to all who made this year's community events so successful.

## Student Body Message

2021 was a very exciting year, in more ways than one. Once again, we were launched into remote learning, this time for about half the year, but regardless we still managed to enjoy many fun activities, such as Year 6 and Year 5 camps, and we all learnt a lot, both academically and otherwise.

It was still a shame, however, that we had less time with our Kindergarten buddies, and I'm sure they would have wished to have much more time with us as well.

This year may have been different, and extremely challenging at times, but overall, it was a great end to the school leaders' primary school years.

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## School Features

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St Thomas' Catholic Primary School, Willoughby, is a Catholic systemic co-educational school.

The School provides for the educational needs of children from Kindergarten to Year 6 and draws its enrolments primarily from the Catholic Parish of the Lower North Shore. The School is established in an attractive setting with a challenging and stimulating outdoor play environment.

The Sisters of Saint Joseph founded the School in 1928 and the School's recently developed vision statement draws on the Josephite charism: St Thomas Catholic School, Willoughby, exists to educate and form students in Catholic discipleship by creating a place where students: grow in their relationship with God; strive for excellence in the development of the whole person in the context of contemporary life; and reach out through service to others.

During 2021 the school administration moved to a more effective position at the front of the site, freeing up space for more functional refurbished learning environments. Additional planning work was undertaken to complete the refurbishment of an additional seven classroom spaces in 2022.

The School's rich and broad curriculum offers a diverse Creative Arts program including concert and training bands and choirs, instrumental tuition, biannual whole school musical, inter-school debating and a variety of competitive and experiential sporting events. Lunch clubs include double-dutch skipping, chess, library, art, jazz improvisation and sport; these activities provide additional stimulation for all grades.

A rich musical environment is provided through junior and senior choirs as well as recorder and keyboard lessons. Our training and concert bands are provided as extra-curricular enrichment. All classrooms have large touchscreens, ipads and laptop computers. The School has an extensive playground and sports equipment with abundant shade provided by five magnificent Moreton Bay fig trees and two large, all-weather structures.

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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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
192	185	74	377

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.77%. 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
96.90	96.83	96.61	96.62	96.64	97.45	96.33

## 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	29
Number of full time teaching staff	16
Number of part time teaching staff	7
Number of non-teaching staff	6

### 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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The



following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

A staff development day was organised by our English Co-ordinator and run by renowned author Lorraine McDonald on developing a criteria for selecting high quality texts for students. A before school staff book club commenced focusing on a quality text each fortnight. All staff attended the Primary English Teachers Association Australia virtual annual conference Friday 15 and Saturday 16 October.

Mid year a CSBB Toward 2025 staff development day was held with all staff attending selected modules in order to familiarise them with the complex nature of the diocesan plan *Towards 2025*.

Other planned professional learning was repackaged into staff meetings or reprioritised for 2022. Some planned faith formation and spiritual development for staff was by necessity, cancelled due to Covid HBL interruptions and the need to limit disruptions further for families.

It is hoped that 2022 will provide all schools with a complete and uninterrupted year of professional learning for staff.

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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 [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

Covid required us to be extremely flexible in our planning and enactment of our well established but continually developing school, parish and wider community mission engagement in 2022. Virtual or modified participation occurred in the following events.

- Commencement Mass
- Ash Wednesday
- Lenten Appeal launch by our Social Justice Team
- Year 6 Leaders Day
- Mothers' Day Mass

By the end of term 2 all of our work in this area moved to online. Our Religious Education Co-ordinator focused on reaching out to families, staff and students to engage them in the production of short video input or directed reflection and prayer shared each week. Topics covered included:

- Welcome to term 3 prayer led by Liturgy Team Leaders.

- Walking Prayer to support families walking and praying together with music and prayer prompts every few minutes.
- Reflection on St Mary of the Cross and prayer.
- Feast of the Assumption prayer.
- A daily week of prayer leading up to Fathers' Day including a reflection video from a family each day drawing on a scripture of the day, a short prayer and a song or hymn.

A Fathers' Day prayer was sent out to all families drawing on the work of the students which would under normal circumstances be shared in classroom visits and the whole school Mass.

Within Covid safe rules we were able to hold the Year 6 Reflection Day onsite with all Year 6 engaging in the detailed planning of their final liturgical celebration at the School. The Graduation Mass was live streamed to families, friends and students who were unable to attend due to health restrictions.

Engaging students in HBL and onsite learning experiences was a major focus in late term 2 with teachers sharing strategies including:

- Biblical micrography.
- visualisation quilts.
- Visio Divina
- Illuminating a Biblical text

Mission outreach didn't stop with our Lenten Project Compassion. The Social Justice Team organised a winter appeal as well as the St Vincent De Paul Christmas Appeal. The senior students supported the Parish Missionary Council Christmas Card initiative which saw the students colouring in Christmas images to be pasted onto card stock and distributed to nursing homes and individuals in the Parish as well as Easter liturgical celebrations in the three parish churches.

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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.

In Mathematics we focused on written problem solving strategies supported by the Assistant Principal, all classes from Year 1 to Year 6 planned weekly and in class support to provide appropriate challenge across the grade. In some classes multiple small input groups were formed and in others in put was given in whole cohort groups.

In English we maintained our whole school focus on literature supported small group and whole class strategic spelling strategies. Significant purchases of quality literature were made and introduced to staff through the fortnightly staff book club. Input from the English Co-ordinator focused on questioning quality for guided reading sessions and linking weekly strategic spelling work with incidental words encountered in reading material.

In Religious Education started with a reconnection with content from our 2020 staff development day drawn from RENEWRE. Teachers provided programmed work from their class and work samples produced providing teachers with an idea of the scope of some tasks K-6. The Religious Education Co-ordinator led the development of assessment tasks avoiding pen and paper written tasks. These included using digital technology, art and drama to demonstrate knowledge, skills and understandings. Changes to Mission units in term 3 due to lockdown meant more opportunities for reflection and less for direct action.

Two teachers completed their Master of Theology and one commence a Doctorate in Mathematics Education. Our Assistant Principal has worked with NESA as part of the TENs team for the K-2 English and Mathematics Syllabi, support materials and as an early adopter for the Diocese.

## Student Performance in Tests and Examinations

### NAPLAN

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76%	54%	0%	11%
	Reading	77%	55%	0%	10%
	Writing	88%	53%	0%	6%
	Spelling	79%	49%	0%	13%
	Numeracy	75%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60%	35%	0%	14%
	Reading	72%	40%	3%	11%
	Writing	43%	20%	0%	18%
	Spelling	69%	38%	6%	14%
	Numeracy	32%	29%	0%	15%

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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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

For all grades learning to function effectively in an online environment posed many challenges both for students and teachers.

Teachers developed guidelines for engagement and provided them to families to use as a benchmark for how Zoom sessions were going. In the early sessions teachers would stop and ask students to reflect on what had just occurred or assess whether they had provided input or not. Teachers also did pastoral care check in with individuals and their families to ensure everyone was coping.

The Covid safe environment required senior students to adapt to prerecording content on time and reviewing it with the staff team leader. This was a big step up in responsibility for senior students and required staged support from staff. I believe the experience has greatly assisted them in preparation for high school.

Covid restrictions created additional social complexities for all students. Those at home lost contact with their peer group and required additional monitoring and support especially on the return to school. Additional staff were hired to release teachers to work with small group on both curriculum and social needs. Students who attended school for supervision were placed in a grade group which often required them to form new friendships under stressful conditions. This required supervising teachers to adopt strategies to support building relationships in a new and diverse group.

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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

A significant increase in the percentage of students making *more than expected growth* between Year 3 and Year 5 NAPLAN was recorded in most of the test areas. Where this didn't occur \* reasons for this will be sought.

It is important to remember that we are comparing different cohorts but that much of the different cohort effect would be minimised by the use of averages of student cohorts. More than expected growth percentages 2019 - 2020 were achieved:

- Grammar & Punctuation 48.5% to 65%
- Reading 65% to 84%
- Spelling 60% to 71%
- Writing 75% to 61% \*
- Numeracy 69% to 68% \*

Our improvement in *more than expected growth* for students will continue to be an area of focus in 2022.

### Priority Key Improvements for Next Year

Priority Areas for 2022 are:

- Developing and promoting the opportunities for people to grow in their faith
- To have clarity and precision in the use of data and assessment of learning to improve and monitor progress
- Alignment of effective curriculum and assessment planning to the Continuous Improvement Cycle to ensure consistency and effectiveness in improve learning at the classroom level



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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

Disappointingly there was a decrease in parent satisfaction across all report areas. While it would be easy to put this down to Covid disruption it cannot be the entire explanation for the small downward movement in this survey group. Aggregated results do not appear to significantly differ from those of 2020 but when compared to those of other diocesan schools they differ greatly.

Communication appears to be an area of dissatisfaction despite multiple areas of change. The school has taken positive steps based on feedback from parents about the fortnightly newsletter. Changing the format to be more easily read on mobile devices. Weekly Facebook posts have been established informing parents of the learning in a grade group or over the entire school for one significant initiative.

### Student satisfaction

Despite the challenges of 2021 students as a group reported increased scores across this survey. Most significantly given the nature of the year anxiety levels were halved and a sense of belonging was increased. It would appear that this group, with great teacher support, were able to cope well with disruptions and Home Based Learning in an online environment.

Other significant reported improvements were valuing the outcomes of schooling, interest in learning and motivation to learn, experiencing positive behaviour at school and valuing and completing homework.

These responses will be further explored in order to ensure they can be built on in the future.

## Teacher satisfaction

Staff survey data shows some significant areas of growth. Covid may have given us some silver linings as opportunities to collaborate with other staff, sharing responsibilities across supervision of at school students and HBL and exploring new strategies to maximise learning potential for students were identified as positives by staff.

Interestingly opportunities to involve parents in learning across both platforms was reported as increased by teachers. Teacher involved parents in class before lockdown more frequently than in previous years and some HBL tasks required teachers to provide online background information for parents to support their child. These opportunities were rated at the time very positively.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,288,738
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$619,989
Fees and Private Income <sup>4</sup>	\$1,792,056
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$2,615
<b>Total Income</b>	<b>\$4,703,398</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$833,310
Salaries and Related Expenses <sup>7</sup>	\$3,180,447
Non-Salary Expenses <sup>8</sup>	\$1,382,286
<b>Total Expenditure</b>	<b>\$5,396,044</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 2021 REPORT