



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mrs Suellen Garey

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About this report

Sacred Heart 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](#).

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

Sacred Heart Catholic School is a community of faith. As such we are committed to celebrating each person, journeying with compassion, acting with justice, striving with excellence and seeking balance in our lives. Our core values of respect, compassion, service and justice as modelled by Jesus Christ underpin all that we do.

2020 has been year of growth and resilience. The Covid-19 pandemic challenged our school to rethink processes and practices. Our focus was on ensuring the stability and continuity of learning for all whether during Home Based Learning or when at school.

With the very different and at times challenging learning environment thrust upon us there were many successes for the year. These included becoming a solutions based school for real life learning, the improved independence of students for learning and the integration of learning through technology into the everyday life of our students.

As Principal of Sacred Heart Mona Vale Catholic Primary School, I am very proud and honored to work with highly dedicated professional staff, committed parents, enthusiastic students and inclusive parish, all of whom enhance, inspire and support our school.

Parent Body Message

The parent body for Sacred Heart designed a new approach to gaining volunteers for 2020 school events. Each year group would take responsibility for one of the major events.

The Year 1 parents started off the year welcoming the new kindergarten parents with a morning tea titled "Tea and Tissues" on Day 1. The Welcome BBQ and Bushdance under the peppercorn tree followed and we were excited about the new approach to volunteering and then the pandemic closed the school to parents for the remainder of the year.

The parents were kept in contact with the Principal and teachers through many Zoom sessions and appreciated the alternative home learning frameworks and daily updates whilst school was closed.

The hundreds of welcome ribbons attached to the school fence and welcoming greeting by the Principal each morning at the front gate, ensured that our children's mental health as well as academic progress was not hugely impacted throughout the Covid-19 pandemic.

We look forward to 2021 with great anticipation to again be involved with our children's learning and our beautiful school community.

Student Body Message

It has certainly been an incredibly unique year for all us at Sacred Heart. Our wonderful community has come together this year through drought, bushfires and a pandemic called COVID-19! This has been a year like no other!

The learnings and faith we have gained from the pastoral care at Sacred Heart has shaped us and helped us develop into the caring, giving and environmentally aware voices of the future.

Over the year, we have shared the fun of both Swimming and Athletics' Carnivals. This year our Sport's Captains led the way – with many outstanding costumes and records being broken! The cheers were louder than ever! This year's BOOK WEEK dress-up parade was the best ever! This year has been amazing for every student.

Year 6 will take away wonderful memories of laughter, friendship, happiness and love. Each of us have grown as individuals. Moving to High School may be a journey that will send us in different directions, but we will always have a special bond being students from Sacred Heart, Mona Vale.

School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school.

The school was officially opened in February 1965 by the Sisters of the Good Samaritan Order and is one of two primary schools in the Parish of Pittwater. There are 14 classes, two grade groups for each year of primary education, K- 6. The School also hosts a small class of students from Aspect Vern Barnett School at Forestville.

The school was officially opened in February 1965 by the Sisters of Good Samaritan Order who staffed the school of 36 students. There were 2 classes Kindergarten and Year 1. After half a century the School remains committed to the values espoused by the Good Samaritan Sisters; values of compassion, respect justice and service. These values form the foundation of the School rules.

Enrolment at Sacred Heart is now 358 students in 14 classes, with students travelling from the suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills and Mona Vale. Strong enrolment numbers support the consistent positive trend of families seeking enrolment for their child at Sacred Heart Catholic School.

The Hub (P&F) consists of an executive team as well as many smaller teams and recognises and values the role that parents play in the education of their children. The Hub aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children's learning and overall development. Teams of parents generously contribute to the school through assistance in the uniform shop, canteen, library, social events, social justice events, the classroom, at excursions and sporting carnivals. Parents are also a vibrant part of the Advisory, Environment and Wellbeing teams.

To support learning in the classroom students though limited with physical travel due to the restrictions from the Covid-19 pandemic were involved in many exciting online learning opportunities including virtual excursions, interschool debating and public speaking competitions.

Students were awarded High Distinctions, Distinctions and Credit certificates being successful in the University of NSW Writing, Mathematics, Computer and Science competitions.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
183	167	122	350

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.19%. 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
96.20	95.41	95.04	95.12	95.48	95.03	94.08

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 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	32
Number of full time teaching staff	13
Number of part time teaching staff	12
Number of non-teaching staff	7

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 CSBB. 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

1. Professional Behaviour, Professional Communication, Professional Guidelines for staff in relationships with Children
2. Launch of CSBB Towards 2025 Vision and Strategic Direction
3. Diverse Learners with a focus on the Gifted Student.

Catholic Identity and Mission

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 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.

The Sacred Heart Catholic Parish in Mona Vale was inaugurated in 1960. The first priest was Fr Keenan who purchased a presbytery and land for a school for 62 thousand pounds. The school opened in 1965 and the Good Samaritan Order were given the privilege of staffing three classes. The Good Samaritan Order has traditionally been known as community builders and evidence of their input can be seen in our strong school community today.

Our Catholic school is blessed to continue a close relationship with our Parish community, now led by the Salvatorian order of priests. The leadership team of the school regularly meet with the parish priests and parish staff regarding the Catholic Life of the school. Together we plan opportunities for the school and families to engage in prayer, the sacramental programs, whole school and class Masses.

Each year our parish invites the local Catholic schools to explore a theme. For 2020 the theme was "The Year of Prayer". Our school community willingly explored the theme of prayer as the Year 6 students led the whole school as we prayed the Rosary in the month of October, the Daily Examen and other traditional prayers at assembly.

There were fewer whole school liturgies in 2020 due to the restrictions of numbers permitted to gather from the Covid - 19 pandemic. The Opening School Mass, being our one and only whole school Mass was memorable as after the Mass the priests came to bless all the classrooms. This blessing of the classrooms now becoming an annual event! A number of students also trained to be altar servers for our whole school Masses in the future.

Class liturgies replaced school Masses and parents were live streamed or Zoomed into classroom liturgies celebrating Mother's day, Father's Day, Sacred Heart Feast Day, Grandparent's Day, Thanksgiving Liturgy and Year 6 Graduation.

This year each child participated in the Annual Bishop's Art Competition. Students were required to produce a short digital film/video telling a story about Jesus or told by Jesus from the Gospel of Matthew. The school leadership team awarded merit certificates and the school enjoyed an afternoon movie session as we viewed all the entries.

Social justice and outreach opportunities linking school and parish were highlighted as students donated to Caritas, made snack packs for those in need, cans of food and gifts for Christmas hampers for Vinnies and bracelets and craft goods for a school in East Timor. We all "Bounced for Batterns" with wheelchair Olympian guests, showing our support a special family touched by batterns disease in our school community.

Curriculum, Learning and Teaching

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.

There was again a whole school approach to teaching and learning at Sacred Heart Mona Vale. A teaching and learning cycle for improvement was expected. Teachers are continually being asked what do you need to know in order to improve the student outcomes for your class. Teachers were continually assessing student learning, reflecting on their practice and adapting tasks to better meet the needs of students.

High yield strategies were again used to explore how to improve outcomes. Strategies such as meetings for the Collaborative Analysis of Student Learning (CASL), Learning Walks, Co teaching, data conversations, mentoring and collaborative inquiry were some of the strategies to develop a rich thinking and learning culture.

In 2020, part of the delivery of learning modules was based around the Online Learning experience and virtual excursions into our community. Students logged on to sites and experiences from the Northern Beaches Council, NRMA Road Safety and Transport Department and Oz Grid Electricity NSW.

Thinking creatively to provide a varied stimulating, rich curriculum resulted in new initiatives this year. The A-Z Bookweek Challenge, a Spring poetry competition, a Science Week and Expo, the Curious Creatures Wild Minds Expo and Night of the Notables were greatly enjoyed.

The Little Einstein's arm of the Diverse learning program also highlighted students talents as they participated in research for Passion projects, the Maths Olympiad, Maths Challenge and writing groups. Classes linked Science units to hands on learning in the Sacred Vegetable garden and the vege pods produced cucumbers, strawberries, basil, snowpeas, lettuce tomatoes and baby spinach leaves.

Between juggling NSW Government restrictions students managed to competed in the Northern Beaches Catholic schools gala day for NRL and tennis, specialist coaching for Basketball, NRL, Soccer and Cricket.

Educating Sacred Heart students to be confident public speakers continues to be a focus at the school. . The whole school public speaking competition was a great success held, albeit without an audience, in the school hall and zoomed to parents and students.

Our school hosted the Northern Beaches Catholic School Public Speaking Final for the Northern Division using Zoom technology and delighted in debating our sister school at Avalon Maria Regina on a number of occasions.

The 'Bring Your Own Designated Device" program (BYODD) for years 4 to 6 is firmly embedded in our school and 99% of students now participate, allowing inquiry based learning frameworks that are enhanced by 21st century skills such as collaboration, critical thinking, problem solving and creativity to be sustained.

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 2020.

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 2020.

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 2020.

Initiatives promoting respect and responsibility

Pastoral care and wellbeing initiatives are undertaken to promote respect and responsibility within the community and are vital in creating a community of learners. The School follows the Positive Behaviours for Learning (PBL) model of Behaviour Management which is an evidence based whole school process to improve learning outcomes for students.

The school is also registered with BeYou, a national health initiative which aims to promote and protect mental health in children in schools in Australia. Both these initiatives provide resources and support for school teams to assist students in their social, emotional, behavioural and academic outcomes.

A safe and supportive environment for learning is achieved through the explicit teaching and modelling of the four school Core Values of Respect, Justice, Compassion and Service. These Core Values have a term focus in which they are explicitly taught with a weekly focus of expectations of behaviour. The daily assembly reinforces the Core Values and expectation of behaviour. This is then supported by classes undertaking explicit instruction around the Core Values and the school newsletter reinforcing this for families. The community is familiar with Core Value and each term the value is demonstrated in relation to self, others and the environment.

The school rules reflect the core values and expectations of behaviour are developed from the rules. The school rules are to show Respect, Compassion, Justice and Service to yourself others and in the environment.

Wellbeing Week is an allocated time in each term where the school community is provided with initiatives to consider their own mental health and wellbeing and the aim is for the school community to highlight the importance of wellbeing and connection with family and friends. The themes for this year's Wellbeing Weeks have been: inclusivity, belonging and growth mindset.

Respectful Relationship Groups which usually meet each term, gathered only in term 4 in 2020. Year 6 students led this peer support program reinforcing the concepts of resilience, being positive and safeguarding against bullying.

The Wellbeing team consisting of teachers, leadership and parents met twice a term to review data from surveys about school life including feeling safe, bullying incidences and strategies to ensure all in the community are connected and respected.

In 2020 students had opportunities to express how they could take responsibility for their own safety, and the safety of others through surveys, classroom programs and the respecting others and the work of the School Representative Council (SRC).

School Improvement

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 major key improvements achieved in 2020:

1. Mission - religious education modules were redesigned to be more authentically linked to deeper learning and were informed by the Broken Bay Learning Principles.
2. Pastoral Care-Tier 2 and 3 Intervention teams were set up to manage students who were exhibiting at risk behaviours.
3. Learning and Teaching-Improvements in pedagogy were measured by reference to the Broken Bay Learning principles, the National School Improvement Tool and ACARA Progressions.

Priority Key Improvements for Next Year

The priority areas for improvements for 2021:

1. Evangelisation and Catechesis: Catechesis takes place through quality teaching in RE and teachers are responsible for maximising learning growth for all students. At Sacred Heart we will implement strategies to deepen student's knowledge and understanding of what it means to be a Catholic person in a contemporary world.
2. Student Achievement: Teachers are supported and responsible for maximising learning growth of all students. At Sacred Heart we will engage with students so they achieve at least 12 months growth in learning in English. Success will be measured at the end of each semester using standardised assessment tools.

Both priority areas will develop strategies for professional learning, policy review, structural changes and parent engagement.

Community Satisfaction

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

Parents, students and teachers expressed their strong satisfaction with the school through the survey "Tell them From Me" which was distributed in November 2020.

Parents reported that they can speak easily with their child's teacher, that semester reports are written in terms parents can understand, that teachers have high expectations of children and their learning and take an interest in children's learning, that children are clear about the rules for behaviour at the school and teachers help children who need extra support.

Over 90% of responses said children were treated fairly.

100% of parents stated the school is upfront and clear about its catholic identity and mission.

Student satisfaction

Students reported:

68% of students in year 4-6 engage in social justice activities organised through the school.

71% of students feel safe at school as well as going to and from school. Students find classroom instruction relevant to their lives.

86% of students reported that they try hard with their school work and are not in trouble at school for disruptive or inappropriate behaviour.

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

70% of students stated they were taught about Catholic teachings and values and how these relate to their life.

Teacher satisfaction

Teachers reported they work with school leadership to develop their professional skills to enhance their teaching for the learning of students. They have support to promote a safe environment, they value discussing teaching and learning problems with leadership, mentors and other teachers and that monitoring the progress of individual students is conducive to improving student outcomes and job satisfaction.

Teachers acknowledge and appreciate that

- students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts,
- the school established clear expectations for student behaviour,
- the school was in regular contact with the parents of students with special learning needs.

The school offers staff appropriate and relevant opportunities for faith and spiritual formation with engagement in prayer and worship.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,502,533
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$694,249
Fees and Private Income ⁴	\$877,747
Interest Subsidy Grants	\$3,605
Other Capital Income ⁵	\$166,682
Total Income	\$4,244,816

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$7,485
Salaries and Related Expenses ⁷	\$3,257,250
Non-Salary Expenses ⁸	\$900,345
Total Expenditure	\$4,165,080

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 2020 REPORT