



2020

ANNUAL SCHOOL REPORT



Our Lady Star of the Sea Catholic Primary School

165 Serpentine Road, TERRIGAL 2260

Principal: Mr Robert Peers

Web: www.olssdbb.catholic.edu.au

About this report

Our Lady Star of the Sea 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

The 2020 school year presented with the challenges of COVID-19, and although this created some barriers, the school sought to overcome these and received excellent feedback in managing the various difficulties faced. Deferring some of the early SIP (School Improvement Plan) expectations, focus turned to providing quality Home-Based Learning opportunities, and keeping the school connected. Class teachers worked extremely hard to support students, whether at home or at school during the periods in Term 1 and 2 when restrictions were in place.

Like all communities, our school 'learnt on the job' and developed improved ways to reach students and parents. A feature of the work of the school during this period was the range of innovative ways it connected with parents and students. The school received positive local press coverage as being amongst the first with virtual school assemblies, providing a sense of community connection and school spirit in various ways. This continued well after the resumption of class attendance as different levels of restrictions continued.

The school also adjusted procedures to limit parent physical access to the site according to community restrictions, with streamlined drop-off and pickup procedures. This was flagged during a virtual parent meeting in May, and has gone exceedingly well over the course of the year.

Our Catholic Life and Mission adjusted also, with online Liturgies and Masses occurring for Mother's Day, Father's Day and other events as needed. Parent feedback was very appreciative of the lengths the school went to in supporting meaningful connection this way. The school also continued to support outreach and Mission with many continued initiatives providing opportunities for students to reach out to others. We were able to conduct some of our regular work with our 'Mini Vinnies' group holding a Christmas appeal with a Pyjama Day, and assisted 'Coast Shelter' amongst others.

It is with great pleasure we present the 2020 Annual School Report to you. I hope this report not only provides some snapshots of 2020, but also a sense of who we are as a community, what we value and what we believe.

Parent Body Message

The P & F in conjunction with the Parent Advisory Council faced a very different year with the onset of the COVID-19 pandemic and all the necessary restrictions this placed on the school community, children and teachers. What this meant was that we all shifted our focus on what could be achieved and what would be in the best interests of the children. This involved

consultation with the principal, building on one another's ideas. The major achievements in this space were: managing school pick up via the car park, school athletics carnival, Year 6 farewell and running virtual meetings and information sessions. As a result of COVID19, several regular events did not take place. The Mother's Day and Father's day stalls; parents social night and school discos. However a Welcome Picnic was achieved early in the year.

Beyond the constraints of COVID-19, the P&F, in conjunction with the Parent Advisory Council achieved two other goals:

- a change to the girls uniform was introduced, with a skirt and blouse combination, allowing girls to be more active during lunch and food break.
- The creative playground was designed and approved with construction underway. This will become an interactive play area, creative space and outdoor classroom, providing different experiences for all children at the school.

The parent volunteers who donate their time, hearts and often labour is an obvious strength for the advancement and betterment of the school community and continues to be greatly appreciated. Ongoing committees and events have become the fabric of parent and student interaction which hopefully will be back again next year include Mothers & Father's Day Stalls, Second-hand Uniform Store, School Discos, Class Parent Networks, Welcome BBQ's and Care Group activities.

There has been great interest in the P&F and Parent Council this year, with the majority of positions filled with new volunteers, ensuring energy and new ideas for the years to come.

Student Body Message

None of us entered 2020 with any idea about what was ahead with the impact of COVID-19. For the senior students, this meant that many leadership experiences we were due to have couldn't go ahead, or were modified. Although this meant there were disappointments, we were able to still enjoy lots of opportunities as our school really tried hard for us.

Although our Year 5 students missed out on the overnight Bathurst excursion, they were able to attend Leadership Camp in Term Four, which was a highlight where we went together as a group to learn about ourselves as leaders, including going outside our comfort zone.

Our Year 6 students also missed out on the Canberra excursion, but had the opportunity to attend a Term Four camp instead. Other things we needed to modify included showing prospective parents around our school at our Enrolment Information Evening at the end of Term 1. Some did take part in a modified version of this which was very well received with great feedback.

2020 saw continued opportunities for students in digital learning with the work in our BYODD iPad initiative. This came to the fore in Term 2 Home-Based Learning where all classes had access to online support and connection to our teachers when COVID-19 restrictions were at their highest.

We still had opportunities in events such as our Year 3-6 Athletics Carnival (even though parents were unable to come) and our Year 6 outdoor graduation which was amazing.

Overall, even though there have been difficulties, it has been a very successful year at our Lady Star of the Sea.

School Features

Our Lady Star of the Sea Catholic Primary School Terrigal is a Catholic systemic coeducational school. It is three stream K-6 with a fourth stream class in the current Year 2 cohort. The school serves Catholic families from Terrigal and surrounding suburbs within the boundaries of the Terrigal - Erina parish. The school opened in 1979 in the heart of Terrigal, opposite the Skillion and The Haven.

In 2001, through the hard work of then parish priest Father Carol Grew and the generosity of the parish community, the school relocated to the new site, in a rural setting, situated on Serpentine Road Terrigal. The school continues maintains a strong enrolment demand and this is testament to the wonderful reputation and success of the school within the wider community.

Although 2020 saw restrictions in place on parent physical access to the school (due to COVID-19), overall there is a very active parent community that also extends into the parish community.

A Parent Advisory Council operates, as a branch of the Parents and Friends (P&F) Association.

The school has a set of core values as they relate to curriculum, policy and practice. These values are often referred to and permeate life at Our Lady Star of the Sea:

Belonging

Faith

Mission

Respect

Learning

We are proud of our commitment to the core business of student learning. We encourage students to take responsibility for their own learning in an environment of support, nurturing and partnership between teachers and parents. As we believe each student is unique, we work towards establishing the needs of each child and then teaching every individual, building on his or her gifts and the important work of parents.

We embrace the digital tools of today as part of our learning environment to ensure our students are prepared for their future. We don't however, merely measure our success in purely academic terms. Learning in our community is characterised by nurturing the growth of the whole child: mind, spirit and well-being. We strive to instil gospel values for our children and community, under the guidance of Mary Star of the Sea, our school and parish patroness.

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
243	310	31	553

* 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 94.07%. 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
94.64	94.88	94.43	94.03	93.65	93.50	93.37

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	47
Number of full time teaching staff	18
Number of part time teaching staff	21
Number of non-teaching staff	8

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

Day 1: Overview of the year ahead.

Day 2 and 3: Home-Based Learning Planning and upskilling of Staff

Day 4: Catholic Schools Broken Bay combined Staff Development Day: 'Towards 2025'.

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.

Despite the restrictions, imposed by the COVID-19 situation, there remained a strong parish-school connection and faith life of the school in 2020.

Many of the well-known faith and community experiences were adjusted creatively to include the community, and comply with these restrictions. The Mother's Day online Liturgy during the period of Home-Based Learning was a strong example. This was very well attended by parents at home with the children, and the school received enormously positive feedback. Other examples included the Father's Day Liturgy which was beamed live to dads and father figures, Pentecost Liturgy, Online Mass for the Feast of the Assumption and outdoor Year 6 Graduation Liturgy and ceremony.

A significant initiative was the continuation of the 'Jack Costa Awards for Catholic Life and Mission' after long serving parishioner and friend of the school, Jack Costa. The coinciding annual Rosary procession in October (which had been inspired and established by Jack as an annual event), continued, albeit with COVID-19 adjustments. The occasion included nominees for these awards among a small number of students that occurs annually.

The school strongly supported the Terrigal parish with the parish sacramental program in 2020. Adjustments were made and sacramental workshops were facilitated with the leadership of the school so children could engage in First Communion and Reconciliation.

Among others aspects of Catholic Life and Mission, our school consolidated its work with Mini-Vinnies. This small outreach group represented the school at a number of events within the St Vincent de Paul Society, and organised events such as the Winter and Christmas appeals, both of which were very successful.

School enrolment processes continued a strong reflection of the inclusive parish-school relationship. Parish personnel were closely connected in various aspects of both enrolment and transition phases of students and parents, demonstrating the close connection of parish and school.

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.

A change of direction, necessitated by COVID-19 restrictions and the need for Home-Based Learning meant that initiatives were adjusted to support students in the new circumstances faced. Importantly, the school still continued existing initiatives such as the literacy intervention program, targeting students identified as at risk in reading and writing in Years 1 and 2. This has been very successful and student data has revealed these students have largely returned to mainstream levels of instruction.

EMU (Extending Mathematical Understanding) intervention and support continued in 2020, and this targeted students at risk in Year 1 and Year 3 and in a similar way to literacy intervention, with success. Importantly, support extended to providing professional guidance to mainstream classroom teachers in their approaches to teach 'first wave' strategies effectively, thereby reducing the number of students at risk, in their conceptual learning of Mathematics.

Home-Based learning did take a strong focus in 2020 as students and parents alike adjusted for approximately ten weeks of the year. Teachers engaged directly with students in a variety of ways remotely, and although this was no substitute to presence at school, there was very positive feedback from parents as to the effect overall. The school also worked hard to support different circumstances of families in their various struggles to support the agenda for Home-Based Learning. Some had greater success than others, but all were assisted to engage their children as fully as possible.

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

During 2020, there were a number of processes that promoted respect and responsibility for our students. The 'KidsMatter' framework remained central to many of these. There was significant attention given to refocusing on the school values through a Positive Behaviours for Learning initiative and consolidation of the 'Behaviour Support Matrix which was launched in 2019.

Weekly school focuses through the school rule 'We are Safe, Respectful Learners' included a range of themes whereby students were encouraged to show initiative, support the classroom environment and promote a safe class and school.

Weekly awards under the umbrella of 'KidsMatter' were presented in class, and the focus for the week was discussed at class level by teachers and students on a scheduled, regular basis.

A further initiative promoting respect and responsibility was the student leadership model for Year 6. All students in Year 6 were considered leaders and given various responsibilities to contribute to the community throughout the year. One example of this was the contribution of Year 6 students at a modified version of our Enrolment Information Evening in March (due to COVID restrictions). This went ahead with the support of some students as tour guides. This was the single most affirmed aspect of this process with prospective parents most impressed by the pride, articulation and confidence that students at OLSS exhibit.

In 2020 the school was able to go ahead with the annual Year 5 Leadership Camp, despite COVID-19 restrictions. This was part of a process where students engaged in leadership

formation in both theory and in practical terms, as they assumed leadership responsibilities and tested their own character.

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

It was necessary to make changes to 2020 School Improvement Plan in order to respond to the COVID-19 pandemic and its implications, particularly in relation to the Home-Based Learning agenda. This entailed staff and students engaging in learning in various online contexts. 'Zoom' conferences for small group instructional reading was one example of this, as was a range of contemporary applications for online learning and connection. The school was well-placed in this regard as the BYODD iPad agenda and previous staff professional learning was drawn upon with much success.

In student wellbeing, the school worked on introducing 'Zones of Regulation' across the school and this was strategically implemented. This was designed to help students identify their feelings and emotional reactions, and learn sensory and perspective taking strategies that encourage better self-regulation. A simple colour coded, four zones format exists to support students identification, and self-help strategies.

Boys Education was also a key focus of staff professional learning during 2020. With 59% of students being boys, it was helpful to explore the unique characteristics that boys exhibit in behaviour and learning, and how to best leverage their strengths and address the challenges so they achieve their best, and all students including girls are able to be targeted towards their potential. This focus will continue into 2021.

Priority Key Improvements for Next Year

Among Key improvement strategies for 2021 are two goals:

1. Students will rigorously engage in RE curriculum with an expectation of at least one year's growth for one year's learning in RE curriculum against a series of measures. These are:

- Benchmarks of assessment will be determined for each Year level in RE curriculum / assessment
 - Students will be assessed pre and post RE instruction in a series of determined units / modules
 - Growth of one year or more will be measured and tracked in RE curriculum across an agreed scale for each student.
2. Students will successfully be reached in new ways regarding behaviour, well-being and learning in as an outcome of staff and community engagement in Boys' Education and implications for all students.
- Boys and girls will have access to regular differentiated strategies in class contexts and across the school that responds to researched differences in learning and behaviour styles.
 - Regular and ongoing opportunities for student agency and voice will take place according to learning and wellbeing styles for boys and girls
 - Strong staff awareness of student learning data differentiated between boys and girls.
 - A policy on Boys and Girls education at OLSS is co-constructed with input from staff, students and parents.

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

Catholic Schools Broken Bay implemented several tools for the community to engage in over 2020 to measure parent satisfaction. The biggest of these was the School Improvement Survey which was implemented in May with a very large response rate of 214 families.

Results overall were enormously affirming of the community and leadership of the school. These were published on the school website ([Click here to access quantifiable data](#)) and can be summarised as a 'Net Promoter Score' of "+ 61" which is classified as 'very good'.

These results indicate a very high level of satisfaction from parents, and a very positive sentiment from a critical mass of parents about the effectiveness of Our Lady Star of the Sea.

Student satisfaction

Students engaged in the survey: 'Tell Them From Me' which explored student perceptions of bullying and general perceptions of wellbeing and trust. This was a rich data source which enabled the school to look closely at where unknown bullying might exist and where there are patterns within cohorts.

Although there are areas identified where there is scope to develop, broadly speaking the school has performed very well in it's data gathering compared to other similar schools. Whilst this is not a signal for a complacent response, it does indicate that generally there is a high level of satisfaction among students in their school, and environment. Students also were confident in the ability and willingness of staff to engage in their support, and the strategies they have learnt to manage when things are not going their way.

Teacher satisfaction

A range of data sources were sought in seeking teacher satisfaction. This ranged from survey data initiated by Catholic Schools Broken Bay, to 'Tell Them From Me Survey' to individual interviews with the principal. There was a particular acknowledgement from staff in the support for both the community and staff during the COVID-19 pandemic, in Home-Based

Learning and in resulting adjustments for school operations, particularly drop-off and pick up times.

Generally speaking, staff members expressed that they felt known and respected for the positive contribution they make. They appreciated the appropriate acknowledgement of the workload demands in their role as teacher at the school. Overall staff feel valued by the community at large and this in turn was a strong source of support and trust with the work in partnership with parents.

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	\$3,947,445
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,101,059
Fees and Private Income ⁴	\$1,251,480
Interest Subsidy Grants	\$4,125
Other Capital Income ⁵	\$306,902
Total Income	\$6,611,011

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$229,157
Salaries and Related Expenses ⁷	\$4,945,575
Non-Salary Expenses ⁸	\$1,564,356
Total Expenditure	\$6,739,088

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