



CATHOLIC EDUCATION WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



St Mary's Parish School

436 Moppett St, HAY 2711

Principal: Miss Jessica Armitage

Web: www.wf.catholic.edu.au/schools/hay/

About this report

St Mary's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. 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 Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2020! A year like no other. We began the year with our country ravaged by bushfires, praying for things to improve as 2020 continued when we were faced with COVID-19 and the extraordinary challenges that encompass a worldwide pandemic. While it is difficult to forget the adversities of the time, today I would like to focus on what we were able to achieve in the face of this unparalleled event. The St Mary's staff were able to rethink and reshape all that we know about education to create detailed and innovative learning while in lockdown. Families stepped in to fill the gap left by face-to-face learning, supporting their children academically and emotionally. And the children sitting in front of me showed remarkable resilience, courage and strength in such an uncertain time. We all had a renewed appreciation for the isolation of our town- keeping us safe from a disease that is still devastating many. On return to school, staff parents and students worked tirelessly to bridge the gap made through remote learning, so that students at St Mary's are finishing this academic year with little to no impact on their education. An incredible feat that could not have been achieved without the support of the whole community.

Parent Body Message

With an interesting start to the year that saw us not being able to meet or have any events. St Mary's Parish School P and F have achieved some great things in only two short terms. It is unfortunate that early on we had to make the hard decision to cancel the St Marys School fete, due to COVID. A huge congratulations and thank you to all those involved in creating the school cookbook. Well done!!! We have tried to focus on "feel good" events in the last two terms, with Zooper Dooper Fridays and a number of other fun activities. We have also organised and have secured a filtered water cooler system and are looking forward to it being installed. We have some great things planned in 2021, fingers crossed restrictions have eased further on our return. We welcome all ideas and encourage all families to be involved, many hands make light work, we hope to see you next year. We wish you and your family a safe, healthy Merry Christmas and a Happy New Year. See you all in 2021.

Student Body Message

2020 was very fun at St Mary's. We used remote learning resources, during COVID, that were very practical. After our short Coronavirus break, we returned to school with open minds, ready to learn again. It was very hard to learn effectively, but our astonishing teachers helped us get through. Fast forward a couple of months and the Coronavirus restrictions began to ease and we were nearly back to normal. We were able to indulge in many great learning opportunities such as our whole school excursion to Altina Wildlife Park, two rugby

league gala days, a science day and many diverse incursions through zoom. Overall our year at St Mary's was challenging with COVID, but overall a great learning experience for everyone.

School Features

St Mary's Parish Primary School is a Catholic systemic co-educational school located in Hay. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 45 students. This year we were able to offer three classes, K/1; 2/3/4 and 5/6.

St Mary's Primary School was established in 1883 by the Presentation Sisters. It was the first school established in Australia by the order after arriving from Ireland.

The St Mary's School motto "Deeds Not Words Only" is carried out every day through the actions of our students and staff and with the spirit of Nano Nagle in mind. St Mary's has a strong connection with the local St Fergal's Parish, participating in regular Masses, Sacraments and Benediction with the local parishioners. This was particularly evident during the challenges provided by COVID-19, when the school community supported one another through these challenging times.

St Mary's has a strong connection with the local community and regularly participates in activities with local organisations. This year we were fortunate enough to travel to Griffith to participate in multiple events organised by NSW Rugby League.

In spite of the chaos of this year, we were still able to offer many exciting opportunities for our students. Book Week, Remembrance Day, NAIDOC Week, Science Week, St Mary's Speaks, many incursions, a visit from Andrew Chinn, a whole school excursion to Altina and many more. All members of the St Mary's staff have worked hard to ensure our students were still able to have wonderful experiences amidst the stringent restrictions put in place throughout the year.

The school achieves its vision by ensuring each student is welcomed, safe, nurtured and encouraged to do their personal best and is recognised as a valuable member of the school community. Students and staff follow the Making Jesus Real ethos, so that our everyday lives are modelled on Jesus.

Student Profile

Student Enrolment

St Mary's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
32	22	1	54

* Language Background Other than English

Enrolment Policy

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

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

Student Attendance Rates

The average student attendance rate for 2020 was 90.06%. 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
88.90	88.80	91.50	91.30	89.80	88.90	91.20

Managing Student Non-Attendance

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

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

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

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

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	12
Number of full time teaching staff	3
Number of part time teaching staff	3
Number of non-teaching staff	6

Total number of teaching staff by NESA category

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

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

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

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Mary's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

Summary of professional learning at this school

Day One:

- Staff Handbook and Expectations;
- Role descriptions;
- Additional Needs Zoom Meeting;
- Personalised Planning (CEWF);
- Religious Education Professional Development (CEWF)

Day Two:

- Event Protocols,
- Google Calendar,
- Annual Improvement Plan,
- Compass
- Positive Behaviour,
- Work Samples &
- Child Protection

Day Three:

- Preparation for Remote Learning.

Day Four:

- Religious Education Professional Learning (CEWF)

Day Five:

- Scope and Sequence Planning for 2021

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Mary's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, *Educating in Christ* emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Whilst 2020 was a challenging year for people across the globe, it was an opportunity for St Mary's Parish School to live our motto- *Deeds, Not Words Only*. Our students lived the true mission of our school, showing patience, resilience and kindness during this difficult time. Upon return to regular schooling, a renewed appreciation for their school buoyed their spirits for the remainder of Term 2.

All students had a positive response to the introduction of *Educating in Christ*, a ground-breaking, system-wide Religious Education program, which takes from the research of Cavaletti and Montessori, to create meaningful, hands-on experiences.

Our relationship with the St Fergal's Parish community has continued to flourish over the last 12 months, particularly after the unwavering support of our Parish Priest, Fr Christopher Lim, during COVID-19. When restrictions began to ease, we were thrilled to be able to hold class masses, where students had the opportunity to read and altar serve.

Curriculum, Learning and Teaching

St Mary's Parish 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 strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Mary's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

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With the challenges faced as a result of COVID-19, the second half of 2020 saw teachers focussing on developing literacy and numeracy skills, in order to bridge the gap from remote learning.

Aboriginal Education is regularly integrated into the school culture, particularly during History and Geography lessons for our students. Our Aboriginal Education Worker (AEW) is continuing to support our teachers in this area. Students participated in Indigenous Literacy Day, NAIDOC Week and Sorry Day activities, which gave students from all cultures and insight into indigenous life.

Our Literacy/Numeracy Focus Teacher and Additional Needs Teacher were able to provide in-class support to all classes, ensuring teachers were able to provide targeted, personalised learning for all students.

Student Performance in Tests and Examinations

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

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

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). 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 [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). 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 [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

Throughout the school, the Restorative Practices Framework is used in all aspects of relationship-building between students, staff and community. Making Jesus Real is a meaningful initiative in our school which incorporates the message of Jesus into all aspects of the students' lives and focuses on activities which develop a culture of caring for one another. Each term the students fund-raise for special projects, promoting their awareness of social justice. Our Year Six students have the opportunity to display their leadership skills

through the organisation and execution of events such as Melbourne Cup tableaux games, Socktober challenges and Science Week activities.

School Improvement

The focus for St Mary's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Mary's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2020:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Reason for priority 1:

- A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.
- A key recommendation was to: "Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."

Steps taken to achieve priority 1:

- The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.
- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Ensure that all staff members receive appropriate support in understanding the new methodology.

Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Ongoing

Annual School Priority Two for 2020:

To effectively implement Lynn Sharratt's (2015) Assessment-in-Action Waterfall Framework throughout the school.

Reason for priority 2:

The evidence for this priority is the fact that the Assessment-in-Action Waterfall Framework is not embedded in the culture of the school. Also, when discussing our priority for the remainder of 2020, teachers were eager to implement high-yield strategies such as collaborative planning, self-assessment and goal setting, all of which would occur if the Waterfall Framework was adopted.

Steps taken to achieve priority 2:

- Professional reading and videos from Lynn Sharratt's body of work.
- Professional learning conducted in the school from the Leadership Team and Education Officer
- Examples of quality Learning Intentions and Success Criteria obtained from other schools/online.
- Collaborative meetings to discuss learning intentions and success criteria throughout Term 3.
- Staff to bring samples of Learning Intentions and Success Criteria to meetings to discuss and support.
- Staff meetings begin with a focus on the Data Wall and choosing students for targeted focus each fortnight.
- High Yield Strategies explored in staff meetings throughout Terms 3 and 4.

Status of priority 2:

- Continued in 2021, with a focus on writing.

Priority Key Improvements for Next Year

Projected Priority One:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
 - Something concrete
 - Something affective
 - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Projected Priority Two:

St Mary's will engage as a staff and with the Southern Cluster Professional Learning Community to improve writing outcomes for all students.

Reason for priority 2:

- St Mary's will engage as a staff and with the Southern Cluster Professional Learning Community to improve writing outcomes for all students.
- This collaborative process will build teacher and Professional Learning Team capacity and efficacy, strengthen instructional and shared leadership across the school, as well as the cluster (Balranald, Hillston & Hay) and develop a community of practice, within and beyond the school.

Steps taken to achieve priority 2:

- Term 1 - Professional learning and upskilling of staff - what do we need to be successful?
- Term 2, 3 & 4 - writing task and samples moderated against K-6 outcomes and the NSW Learning Progressions, across the three schools in Stages.
- Focus teacher & NAPA will lead the work in their respective schools, keeping the executive informed at School Literacy Leader meetings held twice a Term.
- Use our Educational Officer to assist facilitation of this process.
- Engage with professional learning to enrich teachers' understanding of effective, explicit teaching and the moderation process.
- Engage with other educators across our Southern Cluster in moderation meetings.
- Use the K-6 Syllabus outcomes as the basis of task design for moderation review the Literacy Block and its agreed practices around writing.
- Communicate writing improvement priority throughout school community (Newsletters, Compass, Social media etc).
- Feedback to parents twice a year - communicate with parents around the writing development of their child.
- Develop a Professional Learning Community (PLC) across our Diocese with Balranald, Hillston & Hay so collaborative networks can continue into the future.

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 St Mary's Parish School from parents, students and teachers.

Parent satisfaction

This year surveys were distributed in both digital and printed formats so that a wider number of parents and caregivers were able to respond. Survey responses showed that parents are satisfied with the Religious Education provided by the school, helping their child to develop a knowledge and understanding of the Catholic Tradition.

There was a positive response in regards to pastoral care, with parents valuing the strong sense of care and consideration shown by the staff. Parents would appreciate more opportunities to volunteer within the school.

Student satisfaction

In 2020, all students in Stage 3 completed a student satisfaction survey. As a result of the survey, students indicated that they are often, if not always proud of their school, which helps to nurture and develop their Catholic Faith.

Students have a clear understanding of their rights and responsibilities within the school and feel supported in their learning. A Year 6 student described learning at St Mary's as both "fun and challenging", with many of their peers agreeing.

The students surveyed were pleased with the variety of sporting activities and opportunities offered at St Mary's, even with the impacts of COVID-19.

Teacher satisfaction

A survey was conducted for all staff members of St Mary's Parish School, with a 100% completion rate.

All staff indicated that enjoy working at St Mary's and feel safe within the school. Staff appreciate the feedback provided to them by the principal and value collaboration with other staff members.

The responses reflected reasonable expectations of staff members, and many felt that a moderate to high level of attention is given to professional development and growth. This will

be a continued area of focus in 2021, with staff continuing to use the data walls to inform planning and teaching throughout the year.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for St Mary's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,107,040
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$309,740
Fees and Private Income ⁴	\$108,257
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$999
Total Income	\$1,526,036

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$61
Salaries and Related Expenses ⁷	\$1,226,122
Non-Salary Expenses ⁸	\$332,620
Total Expenditure	\$1,558,803

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