

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### Holy Spirit PS

Barton Street, KURRI KURRI 2327

Principal: Paul O'Heir

Web: <http://www.kurri.catholic.edu.au>

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## About this report

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Holy Spirit PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

2021 was another challenging year. Whilst school had returned to face to face teaching there was still the need to maintain COVID protocols. Students and staff were pleased to be back on site however school life was far from normal and ongoing disruptions and COVID positive cases proved to be difficult and continued to raise concern amongst the school community.

The school continued to provide support for students and families when dealing with lock downs and outbreaks of COVID. Identified families at risk were given extra support through regular check ins and guidance with home learning.

The School Improvement Plan clearly articulates our direction. Numeracy continued to be the focus and clear goals were establishing to improved school results. Regular teacher collaboration and professional learning targeted student needs through formative and summative assessment. Teachers are working more closely in teams and this is having a positive impact on student achievement.

The school continues to grow and is providing a contemporary learning environment that responds to the needs of students.

### Parent Body Message

Due to the pandemic our P&F have struggled to meet and therefore their support of the school has not be as effective as in the past. The school has enjoyed many years of financial and social support from the P&F and it is hoped that the P&F will be able to return to its usual operation in the future.

The strong partnership between home and school continues and parents are valued as the first educators of their children. Respectful relationships and reconciliation are promoted within our community.

### Student Body Message

Our school is welcoming and friendly. There is a sense of respect and kindness throughout the school. Students are active in parish and local community activities and enjoy representing the school. The school is a safe and happy environment where students are encouraged to do their best.



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## School Features

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Originally the school was under the patronage of St. Joseph. In 1991, the name of the school was changed to Holy Spirit Primary bringing it in line with the Parish. It still celebrates and lives its Josephite heritage. The school community treasures its history and the contribution made by the Sisters of St Joseph.

The school draws on the local Kurri Kurri district including Abermain, Gillieston Heights, Weston, Sawyers Gully and Stanford Methyr. The local area is growing rapidly, and this is reflected in the growing student population.

Holy Spirit Primary School caters for students in years 3,4,5 and 6. Our infants cohort are on site at Holy Spirit Infants School Abermain. Upon finishing year 6 our students transition to year 7 to St Peter's Catholic High School Maitland.

Holy Spirit has strong ties with our local community. Every year we participate in Kurri Kurri Community Festival and the Nostalgia Festival whereby our students sing, drum or act out drama performances for the community.

Due to COVID camps most interschool competitions and activities were cancelled. Co-curricular programs and school events were either cancelled or modified. Our annual dance concert was filmed and played at the local drive-in theatre much to the delight of students and families.

We participate every year in University ICAS competitions. ICAS Assessments are designed to recognise academic excellence, students are assessed on their ability to apply classroom learning to new contexts using higher-order thinking and problem-solving skills. This is a voluntary option for our students.

Each alternate year, Year 5 and 6 students participate in the Aussie Bush Camp. During this camp the students reflect upon building community, trust and communication with their peers and with the wider school and parish community. They are encouraged to continue to develop attitudes of caring, loving and sharing themselves with others and a realisation of their stewardship for the whole environment and world they live in. This camp is particularly important in developing the student's self- esteem as they challenge themselves well outside of their comfort zones and it provides children who are not necessarily academic with an avenue in which they can lead and excel. Students attend a Canberra Excursion visiting the major attractions of the nation's capital. This is a highly valued experience which is an integral component of the curriculum. Students develop a greater sense of democracy and citizenship.

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## Student Profile

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### Student Enrolment

The 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
88	101	20	189

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 and secondary schools within the Diocese of Maitland-Newcastle.
- 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 2021 was 91.79%. 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
0.00	0.00	0.00	91.28	93.70	92.32	89.87

## Managing Student Non-Attendance

Regular attendance at 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	26
Number of full time teaching staff	9
Number of part time teaching staff	8
Number of non-teaching staff	9

### Total number of teaching staff by NESA category

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:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



### Summary of professional learning at this school

Teacher professional learning was limited due to ongoing COVID-19 restrictions. The face to face courses were cancelled but staff were able to complete on line training.

The focus of the online courses including curriculum differentiation, gifted education and trauma informed pedagogy. The introduction of Clarity by Lyn Sharratt and the 14 Parameters will be the cornerstone of our professional learning.

Again executive staff were unable to attend planned leadership development days due to COVID-19. The Leadership Team focused on leadership style and strategic planning. Leadership development will be ongoing as our young leaders continue to develop their skills.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

We at Holy Spirit Primary acknowledge the Awabakal and Wonnarua people as the Traditional Owners of Kurri Kurri and thus the Traditional Owners of the land on which the school is built.

The Sisters of St. Joseph founded the school in 1908. Blessed Mary MacKillop, the founder of the Order had as her philosophy and driving motive, the education of poor children. At the same time because of her faith, she believed that Religious Education was as important to an overall education. Her goal was to provide both to as many children as possible. Her energy, organisational skills and spirituality meant that she was able to achieve this goal to a very great extent indeed. This is exactly what the Sisters of St. Joseph did and what our school continues to do.

The school is fortunate to have a Pastoral Care Worker working with the Religious Education Co-ordinator. A strong partnership has developed with the Sacramental Team, Parish and School. This ensures a positive and productive involvement of parents and children in the Sacramental Program and the overall religious development of each child. A very strong emphasis has been placed on collaboration, inclusiveness and participation. The children are available as needed and are encouraged to be involved in parish and community events.

Each year the school assists St. Vincent de Paul Society at Christmas, assisting with presents and food items for the needy in the parish and providing other services where and

when needed. The school has its own 'Mini-Vinnies" group and is active throughout the year promoting social justice issues.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Holy Spirit Primary school adheres to the curriculum syllabus documents as outlined by NESA and ACARA. Our Key Learning Areas are:

- Religious Education
- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE) - History and Geography
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts
- Digital technologies are utilised across all KLA's where possible. 2021 saw the continuation of the BYOD program for stage 3. Students were given the option to purchase a laptop (in line with school and feeder high school specs).

### LEARNING SUPPORT PROGRAMS

Holy Spirit Primary School has a Learning Support Teacher who works with our staff and students 6 days a fortnight. Staff are well versed at curriculum differentiation - modifications and extensions to teaching programs are implemented according to individual student needs. Our LST, classroom teachers and parents work together to implement Personalised Plans for funded students into teaching programs.

We offer the Macquarie Literacy intervention program to those students who require literacy intervention. We have had great success with all students who use the program achieving reading leveled success.

### WHOLE SCHOOL APPROACHES TO STUDENT ACHIEVEMENT/SCHOOL PEDAGOGY

All staff are engaged in the Professional Practice and Development goal setting program. During this process that is facilitated by the Assistant Principal, staff outline the areas of teaching that they would like to further educate themselves on.

Our Assistant Principal continues the Grade Meeting/PLC process with all teachers. This meeting process was fortnightly and focused on the implementation of enhanced Literacy experiences for the students.

The Pedagogical Mentor process was adopted by the CSO and two teachers were appointed to this role, to be a mentor to staff, one in Literacy and one for Numeracy. These mentors will work closely with staff to implement new and varied learning sequences and assessment opportunities.

## Student Performance in Tests and Examinations

### NAPLAN

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 RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	55%	54%	17%	11%
	Reading	47%	55%	15%	10%
	Writing	40%	53%	4%	7%
	Spelling	38%	50%	19%	13%
	Numeracy	21%	37%	13%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33%	35%	13%	14%
	Reading	39%	41%	12%	11%
	Writing	22%	20%	15%	18%
	Spelling	48%	38%	10%	14%
	Numeracy	35%	29%	18%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

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## Initiatives promoting respect and responsibility

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truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

#### Initiatives promoting respect and responsibility Student Welfare Policy

At Holy Spirit Kurri we believe in providing an education based on Gospel Values which enable our children and where each child comes to know and appreciate one's self-worth. Our school rules are promoted through Positive Behaviour for Learning. The rules are I am Safe I am Responsible I am Respectful and I am a Learner. By "catching" students doing the right thing a positive tone is achieved through affirmation. Collaboration with families is critical when dealing with behavioural issues. Building strong relationships with all stakeholders is valued at Holy Spirit School to ensure that quality relationships are formed and sustained. Through such effort an emphasis on respect for self and others is reinforced.

#### **Discipline Policy**

At Holy Spirit Primary School discipline is seen from the perspective of pupil welfare and self-discipline. It aims to develop a responsible and inner-directed person who is capable of choosing freely the better model of behaviour. Parents are informed and requested to come for an interview when frequent unacceptable behaviour occurs or when a child exhibits a need for some special guidance, direction or support. Together at school and home we strive to work out a common strategy to improve the behaviour or support the child and or the family. Our school rules are based on Positive Behaviour for Learning and Restorative Justice practices are implemented. Our rules include: I am safe - I am respectful - I am responsible - I am a learner.

We have adopted the 5 Star Duty System. This is a whole school collective approach where students work together to be tolerant of each other and have enriched play experiences. At the end of a duty, the teachers who were on supervision give the student body a score out of 5 (the best being 5) as to whether playground behaviour was positive with happiness for all.

These scores are then collated and tracked. When 500 stars are reached the whole school has a "Rewards Day" (eg Out of Uniform, lunch time disco etc).

Children who are new to our school are provided with a Buddy who has the responsibility of ensuring that a new student settles into our school environment quickly and happily. This system works well for those Year 2 pupils who come to Kurri Kurri from Abermain for Year 3.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

A key improvement for 2021 has been the continued school wide focus on the implementation of learning technology into daily classroom learning. Teachers have provided engaging learning sequences which require students to collaborate and problem solve. Activities include open ended tasks and connect to real life situations. COVID highlighted the success of our IT program as most students were able to transition to home learning.

Another key improvement has been the completion of a new "teacher hub" for our ever increasing staff to be able to be given comfortable space to meet, conduct PLC meetings, hold staff meetings, and conduct Personalised Program meetings for students.

Our Pedagogical Mentors continued to work closely with all staff to create a culture of high expectations, deep learning, enhanced well being and a sense of belonging for all students and staff.

### Priority Key Improvements for Next Year

The key priority for 2022 will be a continued focus on Writing. This is central to our School Improvement Plan. The pedagogical mentors will conduct PLTs with teachers to identify areas of need and target students individually. In addition to Writing teachers will target oral presentations to assist students to articulate thoughts before Writing.

Staff will have professional learning conducted by Sheena Cameron (Developing an Effective Writing Programme).

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Parents are given opportunities throughout the year to provide feedback to the school in regards to areas that are going well, areas that may need improvement and suggestions of initiatives they might like to see introduced. The preferred method of engaging with our parents is face to face but also using Microsoft Forms as a survey portal. The feedback has been very positive with frequent comments about being a welcoming community with excellent lines of communication (through COMPASS, Facebook and emails)

Parents were very happy to see our Gifted and Enriched program continue. They were also pleased with the sporting opportunities that our students can participate in. The reintroduction of a representative Rugby League team to participate in varied tournaments throughout the year has been greatly appreciated.

Parents expressed gratitude for the tremendous effort made by staff to assist students and families during the ongoing pandemic.

### Student satisfaction

Student feedback is positive and indicates a high level of satisfaction. Students appreciate the care and effort of teachers and the variety of learning experiences they have. Students also value the many and varied sporting and cultural opportunities that are made available to them.

Students are proud of their school and take pride in the school grounds and the manner in which they wear their uniform. There is a sense of respect and feeling honoured in being part of the school community. They are welcoming to visitors and enjoy showing them their school.

The student body is very willing to be of service to others and willing to assist in fundraising for charities. There is a strong sense of social justice and the need to support those in need.

## Teacher satisfaction

The staff at Holy Spirit School are very professional and supportive of all students. They are dedicated to enhancing the learning of each child. Staff satisfaction is high and is evidenced by the high attendance rate of staff and the willingness to go beyond their hours of work.

Holy Spirit School staff values its strong Catholic identity and is committed to the moral purpose of Catholic Education. Staff recognise parents as the first educators and work collaboratively with families to bring about the best outcomes for students.

Staff work well as a team and support each other in the implementation of the curriculum. A harmonious relationship exists amongst all staff which promotes collegiality and a sense of wellbeing. A positive tone is reflected in daily interaction between staff where all are recognised as professionals and respected for talents and expertise.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,066,314
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$640,752
Fees and Private Income <sup>4</sup>	\$293,321
Interest Subsidy Grants	\$2,101
Other Capital Income <sup>5</sup>	\$143,429
<b>Total Income</b>	<b>\$3,145,917</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$1,386
Salaries and Related Expenses <sup>7</sup>	\$2,238,537
Non-Salary Expenses <sup>8</sup>	\$585,055
<b>Total Expenditure</b>	<b>\$2,824,978</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT