

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Benedict's Primary School

839 Main Road, EDGEWORTH 2285

Principal: Julie Mulhearn

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

About this report

St Benedict's Primary School (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 Strategic 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

It is my privilege to present to you the 2022 Annual Report for St Benedict's Catholic Primary School, Edgeworth. The purpose of the report is to notify parents and other readers of the nature of the school and its role within the Diocesan System of Schools.

St Benedict's is a Catholic Co-educational, Kindergarten – Year 6 Systemic School in the Diocese of Maitland-Newcastle. We acknowledge that our school is on the country of the Awabakal people. We pay respect to their tribal elders; past present and emerging. We celebrate their continuing culture and commit to walk gently on their land.

As a Catholic school community, we actively aim to express Catholic values throughout the curriculum and the general life of the school; through our words and our actions. Our Catholic identity impacts upon the total curriculum and extra-curricular life of the school. It furthermore embraces the contribution that the Sisters of St Joseph made to the spiritual life of the school. We are particularly proud of the support we give to the less fortunate and taking actions to make our world a better place. Catholic Social teachings permeate everything we do.

Whilst we have had individual and team successes in sporting, cultural and academic endeavours and general success as a school community over the year, by far our greatest achievement is in our students themselves. At St Benedict's, we celebrate growth in all areas of school life and recognise the many different parts of the whole child and the whole community that make the whole greater than the sum of its parts. Excellence in learning is not about being THE best, it is about being YOUR best. That alone is worth celebrating.

The overall extent of the school's success will be more evident throughout this report. I commend the St Benedict's Annual Report to you, a copy of which will be distributed to all members of the school community and available from St Benedict's to any other interested parties. Please join with me in celebrating our achievements in 2022

Parent Body Message

At St Benedict's we are very proud of an active Parents and Friends Association. Meetings are held on the 2nd Monday of each month during school terms. Meetings are held in the school administration building starting at 6pm. Due to Covid restrictions meetings were

occasionally held by Zoom. Our school Principal attends meetings to collaborate with parents as we seek to represent the best interests of the students, parents and staff.

The P&F meetings provide an open forum for all parents and members of the local community to share in the strategic direction of the school's continuous improvement and to make suggestions for the continued development of the school and its facilities.

Close collaboration between the P&F committee and the school executive team ensures that a healthy partnership exists that provides valuable and beneficial support to the children and staff. It is a working partnership and a relationship of which we are proud.

Student Body Message

The school captains and vice-captains head the student school leadership team and carry out various civic responsibilities such as conducting assemblies, attending official functions that includes a local ANZAC DAY service and Kindergarten Orientation mornings and welcoming visitors. The captains and vice-captains are supported by the sport captains who assist the school's sport coordinator, monitoring the use of sport equipment, helping at the school's Swimming and Athletics Carnivals and setting up school tabloids and class PE lessons.

The Mini Vinnies executive play an important role in organising events to raise money for and awareness of those less fortunate. The school leaders at St Benedict's support the Principal and teachers providing a link between the staff and students and as role models for students.

At the end of 2022, the Year 5 students participated in nominations and elections of a Student Parliament to represent the voice of the students through regular meetings. This will be launched in full in 2023 but it was exciting to be part of the planning, launch and inaugural elections of our student parliament this year.

School Features

St Benedict's opened on Awabakal land in 1962 and was staffed by Sister Cabrini and Sister Anne Mary of the Sisters of St Joseph, Lochinvar. Over sixty children were housed in four wooden buildings. As the area developed, the school population increased and the school grew with the community.

St Benedict's Primary School is a co-educational Catholic Primary School. It is part of the Maitland-Newcastle Diocese within the metropolitan location of Edgeworth, New South Wales. Edgeworth is a suburb of Lake Macquarie, New South Wales, Australia, located 18kms west of Newcastle's central business district. It is part of the City of Lake Macquarie local government area.

The school had a total enrolment of 342 students with 14 classes. The school caters for years Kindergarten to Grade 6. The school site now provides a combination of indoor and outdoor learning spaces including 16 classrooms, a library (hub), multipurpose hall and playground facilities such as play equipment, tee pee, sandpit, basketball courts and soccer fields.

St Benedict's provides K-6 schooling based on Catholic principles to give an understanding of and a commitment to the Catholic faith and its traditions. Being a faith-based school, the opportunity to celebrate liturgies and Mass together, and to experience prayer in a variety of ways and settings are important aspects of school life at St Benedict's. Our Catholic charism is visible throughout the school and integrated as a way of life. Our school is an active part of the Parish of Sugarloaf.

Student Profile

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
178	164	72	342

* 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 [Enrolment 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 2022 was 86.37%. 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
83.31	86.25	89.03	86.16	87.37	87.34	85.10

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	41
Number of full time teaching staff	14
Number of part time teaching staff	14
Number of non-teaching staff	13

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

Friday 28th January - Annual Staff Induction and Governance Paperwork + School Identity – aligning Mission, vision, values and school rules

Monday 31st January -School Improvement plan, Professional Learning and PPD preparation – initial goal setting for whole school and PLTs. Using One Note for Communication Using SharePoint to store school documentation

Monday 26th April - Wellbeing of Learning, Wellbeing for Life - CSO Wellbeing Framework. Building a school Wellbeing framework and utilising a renewed PBL Framework.

Friday 12th August - Rediscovering Joy - System Wide Faith Formation Day. Transferred to in-school faith Formation modelled on the same theme due to postponement of the system day.

Monday 12th October - Child Protection - Course 3, Advanced Safeguarding for Education Services.

Monday 28th November - Quality Assessment Informs Learning - Assessment Planning for 2023, Whole School Assessment Schedule , Use of Progressions to inform student tracking and teacher instruction, Links between progressions and New Syllabus Documents.

Catholic Identity and Mission

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

As a Parish school grounded in its Josephite beginning, all members live by the vision statement : Aspiring to be people of faith, courage and examples of justice for all. At St Benedict's we will live our mission every day. We will grow in our Catholic Faith and celebrate God's gifts. We will experience a safe and nurturing environment where educational standards are high.

St Benedict's provides K-6 schooling based on Christian Values to give an understanding of and a commitment to the Catholic faith and its traditions. Being a faith-based school, the opportunity to celebrate liturgies and Mass together, and to experience prayer in a variety of ways and settings are important aspects of school life at St Benedict's. Our Catholic faith makes us different from other schools and with this we are challenged to reflect gospel values, especially truth, justice, acceptance and forgiveness.

The St Benedict's school community actively participates in the life of Sugarloaf Parish. Regular meetings are held between the school's Religious Education Coordinator and the Parish Priest and Parish Sacramental Team. The students participate in regular liturgies in line with the Liturgical Calendar and different classes have the privilege of being part of the Tuesday Parish Mass each week. In 2022, our school began whole school masses in the school hall by creating a sacred space in which we all can gather and celebrate the Eucharist. We do these once a term.

The Religious Education of our children and the creation of a Catholic atmosphere is a key priority. We are authentically Catholic and this is visible throughout our school through symbols, in our actions and in our words.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Every teacher uses the NSW syllabus to plan their teaching and learning sequences. They follow the SBE scope and sequence for each KLA and the whole school assessment schedule. This year, the Kindergarten and Year 1 classes implemented the InitialLit program in English. All teachers in K-2 were provided with Professional Learning opportunities unpacking and understanding the new K-2 English and Mathematics syllabus.

Teachers adjust their teaching and learning programs in consultation with the Learning Support Teacher as outlined in their Personal Plans.

In line with the Catholic Schools Office initiative, *Leading, Learning, Collaborative*, we spent the year unpacking the Assessment Waterfall. We began by introducing and embedding the Case Management approach and Professional Learning Team meetings. These meetings gave teachers time to plan and implement the learning from PL provided by the school leadership team.

The main focus of the year was to have all teachers successfully use Learning Intentions and Success Criteria for English and Mathematics by the end of the year. The professional learning was provided around this, as well as in class support from the pedagogical mentor and lead teacher.

We also introduced Learning Walks and Talks to ask the Five Big Questions, with a specific focus on the learning environment and the question 'what are you learning and why?'. At the end of term 2 all teachers were invited to share photos, work samples, insights, magic moments, triumphs and challenges of implementing SC and LI into Maths or English Lessons.

The second half of the year showed a continued focus on LI and SC with the added component of Summative and Formative Assessment (and standardised). Staff unpacked the use of success criteria to formulate an Assessment Rubric/guide for all success entry points.

Time in PLT's was provided for staff to plan for how they would use summative assessment in the classroom to guide their teaching and begin to develop assessment capable students.

Evidence from our Learning Walk and Talks summaries at the end of the year showed that all teachers were using Learning Intentions and Success Criteria for at least English and/or Mathematics.

Digital technologies were used across all classes to enhance the curriculum and help meet the needs of all students. This was taught explicitly in weekly library/HSIE lessons with a research based focus. We began the journey of introducing and communicating a trial BYOD program to parents in readiness for the 2023 Stage 3 students.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	37%	52%	8%	12%
	Reading	41%	54%	4%	11%
	Writing	55%	50%	4%	7%
	Spelling	41%	48%	8%	15%
	Numeracy	31%	34%	8%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	14%	31%	9%	14%
	Reading	38%	39%	4%	11%
	Writing	16%	25%	7%	18%
	Spelling	40%	37%	2%	14%
	Numeracy	33%	25%	5%	16%

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 Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

The importance of respect and responsibility are core values on which our school stands together with Love & Faith, Compassion & Action, Empowerment & Effort, Courage & Honesty. These values grounded in the person of Jesus are foundational to the formation of the whole school Wellbeing framework and the Positive Behaviours for Learning (PBL) Framework. The core values permeate all elements of PBL which promotes, guides and celebrates positive choices and interactions that underpin behaviour and active participation in school life.

Social Justice is a core value at St. Benedict's. The importance of Social Justice is reflected in the school's vision statement. St Benedict's is a very generous school community where students, parents and staff are keenly aware of the needs of others. As such, the school has a very active Mini Vinnies Conference that organised various fundraising activities in support of the work of the senior conference and parish initiatives in both the local parish and overseas communities.

School Improvement

The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Identity - At the end of 2022, the school has established a regularly articulated and fully integrated statement of Catholic Identity that includes the vision, mission, motto, emblem, and values. These are integrated into learning, wellbeing and PBL and demonstrate a non negotiable commitment to this across all areas of our school.

Leading Learning Collaborative - The use of learning intentions and success criteria across English, Maths and some KLAS has been embedded effectively across all classrooms. The staff began to develop and trial the use of Assessment Rubrics to drive Quality Feedback and goal setting. - extended to 2023

Wellbeing and Positive Behaviours Framework - In 2022, the school developed and is ready to launch (Term 1 2023) an integrated and sustained Wellbeing and Behaviour Management Framework underpinned by school wide PBL framework. The frameworks encompass all members of the school community and promotes learning for life and lifelong learning.

Implementing Literacy and Numeracy Syllabus - staff were upskilled and ready to implement (K-2) in 2023 as well as trial the 3-6 English and Mathematics Syllabus.

Quality Data informs Learning - The school has implemented a renewed Whole School Assessment Plan that delivers a regular commitment to and use of that data.

Priority Key Improvements for Next Year

Catholic Identity - To promote the powerful links between Faith Formation and Mission and Justice Dimensions, students and staff will develop, launch and participate in a number of Mission and Justice initiatives (Social Justice Service and Ecological Sustainability) within the school throughout 2023.

Learning - So that data informs school improvements and student learning, staff will collate, analyse, and respond to data in learning at least 3 times a term in the areas of numeracy and literacy with a focus on tracking growth

Learning - So that students are building capacity as assessment capable learners, the school will implement the consistent use of Assessment Rubrics regularly in Numeracy and English tasks and use this to guide quality feedback and develop student goals for all students.

Wellbeing - So that data informs the school's support for student wellbeing, staff will draft and implement a student wellbeing and engagement survey by the end of each Semester and communicate this to parents.

Partnerships - So that parents are actively involved in timely discussion about student learning (their achievements and goals); the school will implement a proactive timeline of reporting to parents at multiple points throughout the year.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2022, the school has made a committed effort to greater levels of communication, consultation with key school initiatives and updates on work being done in the area of learning and wellbeing.

In the 2022 Tell Them from Me survey conducted in September, the school tracked positive growth in Parent feedback when asked to consider the school as inclusive, safe, welcoming, supportive of positive behaviours and learning and communicating well with parents. Qualitative feedback indicated that parents were benefiting from the new communication format and regular updates via COMPASS. They did indicate that the Reporting of Student learning needs further discussion to be more proactive across the year and inclusive of parent voice. This has fed one of the key goals in 2023.

Student satisfaction

Student data in the TTFM survey also indicated positive trends in the student's perception of feeling safe at school, their experiences of bullying and witnessing positive behaviours at school. Student data indicated they wanted a greater voice in the school; wishing to contribute ideas and solutions to some of the different problems.

At the end of 2022, the school reworked the Student Leadership procedures to form a Student Parliament with up to 20 students with leadership portfolios across all areas of school life and all Year 6 students being part of the Parliament. While the launch of the Parliament will be in 2023, the process for electing the students to have the leadership roles (portfolios) was conducted in 2022. The students responded positively to the process and a new student leadership team was formed.

The school will seek to establish regular survey contacts with students throughout the year to gain ongoing clarity of student satisfaction.

Teacher satisfaction

2022 was a strong year for teacher commitment to Professional Performance and Development Plan and Teacher Accreditation. Survey data indicated that greater than 70% of teachers felt that the PL for the year supported their Professional Development and the remainder indicated that it "somewhat" supported their goals. The full contingent of teachers indicated that they had successfully implemented learning intentions and success criteria in their teaching as was the school goal for 2022. All teachers indicated they had witness some level of positive impact on student learning as a result of this. They all indicated that further focus in this area especially the use of Assessment Rubrics and Descriptive Feedback would further enhance that impact. This has been identified as a key PL goal in 2023.

TTFM data also indicated an increase in staff perceptions regarding the effectiveness of Leadership, Collaboration and Learning Culture.

Financial Statement

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,812,266
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,081,560
Fees and Private Income ⁴	\$649,659
Interest Subsidy Grants	\$3,241
Other Capital Income ⁵	\$246,326
Total Income	\$5,793,052

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$29,559
Salaries and Related Expenses ⁷	\$4,166,047
Non-Salary Expenses ⁸	\$1,388,817
Total Expenditure	\$5,584,423

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 2022 REPORT