

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Columba's Primary School

Lockyer Street, ADAMSTOWN 2289

Principal: Jenny Howard

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

About this report

St Columba'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

Our students have enjoyed success in their achievements across the academic, cultural and sporting areas. They flourish in an environment that provides expansive learning activities and the opportunity to perform and grow. We enjoyed the opportunities that opened up through 2022 as the impact of Covid on our community activities reduced.

The school has a rich spiritual life that celebrates our Catholic traditions, is centred on the teachings of Jesus and the charism of our founders, the Mercy Sisters. We are guided by the teachings of Jesus Christ, especially focussed on through daily prayer, meditation, staff and student opportunities to recognise and develop their spirituality, liturgical celebrations and by embedding the Making Jesus Real philosophy in all that we do.

Our school community has benefited from the strong support of parents and the wider community. Families and the staff worked and communicated effectively and positively throughout the year and we were able to successfully implement student lead conferences as a part of our processes.

The staff is continuing with ongoing PD in line with the CSO's Leading Learning Collaborative. It has been an exciting initiative in building capacity for both learners and teachers.

Parent Body Message

The aim of the St Columba's Parents and Friends' (P & F) Association is to strengthen the partnership and engagement between family, school, parish and the wider community and promote a friendly and welcoming community.

What a year 2022 was for the P & F at St Columba's! After several years of events being put on hold and parents being unable to be onsite at school, 2022 was finally the year to bring back some fun!

We were so grateful to all the parents who assisted with the regular events like the very popular Mothers' and Fathers' day stalls, and cannot thank enough Shannon Bromillow who runs the canteen and successfully brought lunch orders back on site on Fridays. Shannon also successfully organised an in-house special lunch order for book week on the parade day!

Sadly our P&F President Jackie Mason moved interstate mid way through the year and there were a few months of feeling a bit lost without her after all these years before we got our act together for the first big social event since Covid- the Spring Social family fun day at the

Adamstown Bowling club. The sun was out (such a blessing in the LA Nina season) and a great afternoon was had by all with food, drinks, games and a very entertaining clown which kept the kids busy while the parents got to have an uninterrupted chat. Even some of our wonderful teachers came by to say hi.

Term 4 2022 really was the best for the kids starting out week 1 with the first disco in years. Not sure if the students or teachers had more fun, or maybe the parents helpers in the canteen handing out glow sticks and fizzers! We finished the year of with a bang and a very successful Colour Explosion down at Adamstown Park. It was touch and go with the weather but it held off long enough for everybody to be soaking and colourful with a huge nine thousand dollars raised which will go towards a Yarning Circle for our outdoor space.

Rachael Fallon P&F Secretary

Student Body Message

Welcoming, encouraging, saying sorry, and thank you, these are our school's mottos. Amazing students and exceptional teachers will make your time here full of fun and adventure. t Columba's is the perfect school for everyone!

There are so many fun things to do at St Columba's like our year 5's annual trip to the Great Aussie Bush Camp, and year 6's exciting trip to Canberra. While they were having fun outside of the classroom, we were having even more fun inside the classroom.

We learn about Mercy Values and how to make Jesus real in the way we treat others. As year 6 students we learn leadership skills and how to be good role models.

The fun never stops at St Columba's!

By Georgia Pitfield and Sarah Mather - Year 6 students.

School Features

History of the school

Established in the 1890's by the Sisters of Mercy, St. Columba's Primary School continues to serve the needs of the Catholic community of Adamstown. The school proudly maintains its close connection with the Mercy order and its charism. Since the retirement of Sr. Mary Regina Donoghue in December 1986, the school has been staffed by lay teachers apart from the recent addition of Sister Paula Volchek as a pastoral care worker.

We have 9 straight classes. Three demountable classrooms with additional outdoor learning space have been added to accommodate our students. Enrolment stands at 220 students with two streams in two grades and strong enrolment in all other classes.

Additional teaching staff include a Learning Support teacher who provides expertise in additional needs, supporting students and teachers across all grades, as well as four Learning Support assistants who provide in-class support for teachers, enabling greater access to differentiated learning.

A Gifted Education Mentor (GEM) provides professional and learning support to gifted learners and their teachers, across the school.

An Aboriginal Education Teacher and an English as an Additional Language or Dialect teacher, raises awareness and supports the school community in celebrating our Indigenous and multicultural heritage whilst assisting the academic growth and cultural development of our Indigenous students.

We are currently undergoing a range of improvements to our outdoor learning and play spaces and look forward to all the benefits this will bring for our students.

Location/Drawing Area

St Columba's Primary School mainly draws students from the suburbs of Adamstown and Adamstown Heights, Kotara, Merewether, Broadmeadow and Hamilton. However, we also have students who live in other areas and where family circumstances require a placement in our school.

Our school is a part of the All Saints Blackbutt South Parish which also comprises the communities of St Kevin's at Cardiff and St James' at Kotara South. All three schools have active church and school communities.

St Columba's is part of the Central Region, one of the six geographic regions that make up the Diocese of Maitland-Newcastle. Due to our central position, parents are able to select from St Pius X, Adamstown, or St Francis Xavier, Hamilton, for high school for their children.

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
114	106	9	220

* 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 89.41%. 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
91.02	90.50	90.87	87.81	88.05	87.60	90.05

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	23
Number of full time teaching staff	10
Number of part time teaching staff	9
Number of non-teaching staff	4

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

Term 1

- CPR and Anaphylaxis
- Staff curriculum PD
- Anita Chinn Mathematics PD
- Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 2

- Staff Spirituality Day
- Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 3

- LLC Professional Learning Day with St Columban's Primary School, Mayfield
- Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

Term 4

- LLC Expo for Executive Staff
- QELi
- Staff Development Day on Mathematics
- Staff Development Day on Role Descriptions
- Weekly Staff Meetings, Stage/Faculty Meetings and PLTs/Collaborative Planning/PLCs

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)

St Columba's Primary School is part of the All-Saints Blackbutt South Parish. Our Mass Centre is St Columba's Church, located adjacent to the school. Open communication is enjoyed between the school staff and our Parish Priest, the Parish Team, St Vincent de Paul society and members of the Parish Office. The Sacramental Parish program is primarily run through the school and information is shared with other members of the parish through parish bulletins.

In 2022 school Liturgies were celebrated to mark the beginning and end of the school year abiding by COVID guidelines. Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Holy Week & Easter, Mother's and Father's Day Liturgies. Year 6 Graduation, the feasts of St Columba and Catherine McAuley. All Masses and Liturgies were conducted following COVID guidelines and restrictions.

Students are assisted on their Spiritual journey through the implementation of Making Jesus Real. The Making Jesus Real philosophy is centered around the belief that we are the image of Jesus to all those people around us and encourages children to use the qualities and moral demonstrated in the Gospels in their own lives. We are His representatives, and our actions should reflect His values. Jesus also made the comment that we are part of his family and that the ways we treat others should be reflective of the way we would treat Jesus. It

calls on students "to work for peace, justice and the promotion of the common good of society" (Good News for Living, 2005, p. 110)

Our Mission and Vision statements reflect the Catholic Schools Mission Statement of "At the Heart of Everything, there is always Jesus Christ". St Columba's Vision statement is "Faith, Opportunity and Inspired Learning for every child."

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.

St Columba's continued to be engaged in the Leading Learning Collaborative in 2022 that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility, and accountability, underpinned our whole school approach to improve student achievement. The focus in 2022 was in Mathematics, utilising PD and ideas from Anita Chinn, Catherine Attard and Peter Sullivan texts as well as best practice in the teaching of Mathematics to improve student learning and outcomes.

Case management meetings were conducted weekly to identify students at risk or students who required extension and enrichment. Gifted students have been formally identified through diagnostic testing and differentiation of the curriculum has been identified as a priority for these students. A Gifted Education Mentor continues to work with teachers providing guidance and support to improving pedagogy in differentiating the curriculum to meet individual needs of identified gifted students.

Our Learning Support Teacher ensures that the needs of students at risk in their learning are receiving funding and assistance in class as required through engagement with specialised literacy and numeracy programmes and providers.

Grades 4-6 utilised features of Teams and OneNote to provide timely feedback to students, marking rubrics and criteria for assessments and a collaborative learning space.

Our kindergarten and year 1 teacher implanted strategies from Successful Foundations to ensure meaningful play-based learning was occurring through intentional provocations.

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	60%	52%	0%	12%
	Reading	57%	54%	3%	11%
	Writing	78%	50%	0%	7%
	Spelling	63%	48%	3%	15%
	Numeracy	48%	34%	11%	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	29%	31%	10%	14%
	Reading	49%	39%	7%	11%
	Writing	27%	25%	5%	18%
	Spelling	34%	37%	10%	14%
	Numeracy	22%	25%	12%	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

2022 marked the first year since 2019 that we had a full year of uninterrupted learning without any Home Learning. Students and staff were rejuvenated and inspired. The time spent in Home Learning allowed us as a staff to re-evaluate what is important regarding learning and also allowed us to have a more prominent awareness of the importance of good mental and physical health.

In 2022 our Pastoral Care worker Sr Paula commenced the Seasons for Growth program with both infants and primary. This program promotes the high level of respect we have for students social and emotional health and through the program, children learn some strategies about coping with change and things they are/are not responsible for. Positive feedback from this program was received.

The executive staff at St Columba's worked alongside executive staff at St Columban's Mayfield to plan a collaborative professional development day where learning walks and talks and case management meetings took place. For this day to be successful a shared understanding of respect and commitment to professional conversations had to occur. The day began with learning intentions, success criteria and agreed norms. The outcome of the day was a shared understanding of the fact as employees of Maitland Newcastle Catholic Diocese, we have a shared responsibility and commitment to the learning of all students, not just the ones in our classroom at our school. Coming together to share knowledge, expertise, ideas and experiences, resulted in teaching staff walking away with practical strategies to use with their students and a wider network of colleagues to liaise with.

Our students gained a greater understanding of respect and responsibility through the establishment of the "LCM" club – "Let's Create Mercy!" Previously, we had a "Mini Vinnies" group but due to being unable to meet in mixed grades in 2020 and 2021, it had slowly diminished. 2022 was the time to re-establish a social justice group for students and our REC

concluded the best way to reignite the passion for Catholic social justice initiatives was to promote some ownership of the group hence the name “LCM.” The group researched some Mercy Works projects and used our fortnightly school assemblies to promote the Mercy Values of Courage, Justice, Respect, Compassion, Service and Hospitality.

Our staff spirituality day was focused on Pope Francis’ Laudato Si – Care for the Common Home and strengthened our awareness of the Catholic church’s commitment to the environment as well as looking at Mercy Works Projects and how Indigenous people care/d for the land. The day solidified the fact that we are part of a global community, and we all have a responsibility to promote respect of our common home.

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

The last 3 years we have moved from a focus on writing for improvement to a focus on mathematics, specifically the inclusion of higher order thinking tasks, how to use pre and post assessments and in 2023 the focus is on data collection for mathematics. Unfortunately, our NAPLAN data showed that our Year 3 and Year 5 cohorts of 2022 were below the average of SSSG. We are aiming to collect more data in 2023 and work towards improving this. We are unable to see student growth in the year 5 cohort due to no NAPLAN occurring in 2020, however our PAT data for mathematics does demonstrate steady growth for most students in mathematics.

Data from the TTFM survey in 2022 is evidence that our goal of improving staff and student formation has improved. There was a greater awareness of what formation is and why it is important as a Catholic person.

Priority Key Improvements for Next Year

NAPLAN and school-based assessment data has highlighted the area of improvement for 2023 to be mathematics. This will be again a 3-year plan encompassing pedagogy, the assessment waterfall and implementation of new syllabus documents. Pedagogical mentors will be key personnel in the implementation of this.

With the successful improvement of awareness of student formation in 2022, a goal for 2023 is to improve the awareness of, and experience with, formation for parents and families so there is a community approach to formation at St Columba's.

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

Tell Them From Me survey conducted annually identified positive parent support and satisfaction with St Columba's. Parent responses scored consistently higher than the regional average in nearly every area. This indicates that they feel welcome and have no concerns for the safety of their child whilst at school. Parents identified that they felt that behaviour patterns were positive, and remarkably, when asked the question "Do you think your child has been dealt with unfairly?" 100% of recipients stated that no, they did not. In 2021 we began introducing the PBL framework for behaviour management and this process was explained to all parents at beginning of year parent information nights.

Parents identified there is open and good communication with them regarding their child's learning with the school placing a high priority on student learning.

Parents are supportive of the school leadership and express their satisfaction at the appointment of permanent executive staff to Principal and Assistant Principal.

Student satisfaction

Students articulated through Tell Them From Me that they had a strong awareness of Formation and Mission and Justice and the overall percentage of children who had a positive sense of belonging and positive relationships was higher than the regional mean.

Students indicated that individual goals and student led conferences contributed positively to their learning. They also enjoyed the opportunity to take on leadership roles within the school.

Many comments about working on challenging maths tasks were noted as fun and engaging learning tasks. Students enjoy hands-on learning experiences and opportunities to solve problems. A large number of students indicated that they would like more PE and sport in schools.

Students at St Columba's are passionate about the environment and staff have noted this. Staff are undergoing professional learning opportunities about how to incorporate concepts of Pope Francis of caring for our common home into student learning experiences at school to nurture this passion.

Teacher satisfaction

TTFM survey reflected the fact that teachers believed St Columba's to be a positive, happy workplace that has a strong focus on student learning and solid leadership. Staff identified the opportunities to collaborate with other staff as an area of strength as well as their ability and confidence with setting student learning goals and giving feedback to students. Teaching staff also recognised that they have positive relationships with parents.

Learning support staff expressed their gratitude for the introduction of being included in Case Management Meetings to have the opportunity to better know the students they are working with.

Teaching staff were satisfied with the opportunities to do learning walks in each other's classrooms and the opportunities for regular case management meetings.

Concerns for staff included an unsafe playground for students with tree roots emerging quite prominently on the basketball court and a sloped, grassed playground that makes it difficult to move comfortably and safely while on playground duty. Both these issues were projects put forward for capital works/school improvement.

Staff wellbeing is considered of utmost importance and was the focus for one week each term which is designated as "Wellbeing week" but a pastoral approach to leadership occurs at all times. The EAP is available and offered to staff as needed.

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	\$2,296,454
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$606,763
Fees and Private Income ⁴	\$491,398
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$152,847
Total Income	\$3,547,462

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$19,772
Salaries and Related Expenses ⁷	\$2,506,540
Non-Salary Expenses ⁸	\$836,248
Total Expenditure	\$3,362,560

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