



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Mr Michael Gallagher

Web: www.skmvdbb.catholic.edu.au

About this report

St Kieran's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

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

Message from key groups in our community

Principal's Message

2020 will be a year that we will never forget! Our students, teachers and parents were presented with many challenges throughout the year, most notable the move to Home-Based Learning towards the end of Term 1. Despite these challenges, the teaching staff were able to move quickly to provide the students with a range of quality learning tasks while also checking in with the students and families to ensure the wellbeing of the children was being monitored.

Once the students returned to school, the staff did everything possible to create a calm environment for them. Kindergarten students bounced back into where they had left off and within a couple of weeks were moving along with their learning.

I would like to express my gratitude to all members of the school community. The dedication of the school staff throughout this year has been outstanding. Parents were required to step up and take on the role as teacher for their own children and the students had to endure learning under very trying circumstances.

Parent Body Message

The year 2020 was an extremely challenging year for parents and students. Home-based learning meant that most students had to learn in ways never seen before. The school supported the children through this time with work that was delivered daily by Google Classroom or See Saw. Sometimes the children even gathered virtually through Zoom. Some students though attended school, where provision was made for them to continue learning. The teachers did a wonderful job in catering for the students during this really difficult period.

Unfortunately many of the activities that were planned for the year did not go ahead. With parents unable to access the school playground, many opportunities for socialising were lost. Everyone is looking forward to when school life resumes as normal. The students however have shown great resilience during this time and have become quite independent as a result, even the Kindergarten students.

We would like to thank the school staff for all of their work during what has been a very difficult year. We hope that the following year will return to a more normal one for everybody.

Student Body Message

2020 was a whirlpool of success and let downs. Many students excelled in their own education in Home Based Learning. When we were told that we would have to finish Term 1

at home, and possibly the remainder of the year, no one knew what the road ahead would look like.

During this time we yearned to be with our classmates. Although isolation was tough, it was short lived. We were gradually allowed to return to school once a week and then the full week and we strived to get back to our normal lives. Coming back to school meant that we could continue with our annual school musical, even if that meant we had to film it and then watch it with our family at home. No one minded though; we were so overjoyed to show off our creative talents after being bottled up due to COVID.

Back at school, we were able to go forward with modified swimming and running carnivals, school musicals, gala days, St Kieran's Day and many more events. We are amazed and grateful at our resilience this year and thank our teachers and parents for all the work they did in teaching us.

School Features

St Kieran's Catholic Primary School Manly Vale, is a Catholic systemic co-educational school.

St Kieran's is one of two primary schools in the North Harbour Parish, with St Cecilia's (Balgowlah)

being the other school. In 2020, the school consisted of 12 classes from Kindergarten to Year 6. Kindergarten classes are furnished with a "natural" theme, one which is planned to be extended throughout the school in the following year. Remaining classrooms that were not refurbished in the previous years were completed during 2020.

The school has grown since its beginnings back in 1953. Originally, the school and church shared

the one space before the church was relocated next door. Over the years the school developed

into its current form with a variety of class spaces as well as a mixture of playground space.

A new playground area was developed for the younger students and was named in honour of the past principal.

The school has two key parent bodies that support the school in a number of ways. Unfortunately, as a consequence of the pandemic, the Parents and Friends Association were unable to undertake the key social and fundraising events that were planned for the year. The other parent body, the School Advisory Council, was able to provide guidance during the year. The pandemic affected many aspects of school and parish life, the biggest affect being the move to home-based learning for a number of weeks at the end of Term 1 and much of Term 2. The close association of the parish and school remained, despite fewer opportunities to do so.

The many opportunities the students usually have did not go ahead or were modified, including yoga, overnight camps, debating and public speaking. Excursions were fewer although a small number of classes were able to go on an excursion early or late in the year. The National Assessment Program for Literacy and Numeracy (NAPLAN) did not go ahead as planned in 2020. The school made adjustments to its own assessment program to make up for the absence of NAPLAN.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
122	132	41	254

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 94.92%. 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
95.62	94.10	95.53	95.93	93.64	94.15	95.45

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	24
Number of full time teaching staff	12
Number of part time teaching staff	8
Number of non-teaching staff	4

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Staff Development Days were affected by the pandemic. Usually there are six days during the year. The first day was at the beginning of the year and is an opportunity to share with staff the plan for the year. One of the days was supposed to be a combined staff day with the other parish school but this was cancelled. Instead, a combined Diocesan staff day was held at the end of Term 2. It was the launch of the new strategy titled *Towards 2025* and saw a new way forward for evangelisation and student learning.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Celebrating the life and rhythm of the school was done a bit differently in 2020 and upon reflection we decided to keep some of the changes that were made to our usual practice. 2020 proved to be a year of rethinking the manner in which we did things and reflecting upon our choices.

Social Justice initiatives have always been generously supported by our school community, however this year due to financial constraints, we were unable to ask the community to support the many initiatives we usually undertake. Instead, we focused on the mental wellbeing of our students, parents, teachers and parish community. A mini sports day, games day and mindfulness activities such as yoga and meditation were well received and gave students tools with which to breathe and process the challenges of 2020. Space and time were also given to the students and teachers in order to talk about their worries and concerns.

Instead of getting outside educators into the school, the teachers prepared programs and experiences customised to the needs of the students. This included walks to the local dam for well being and Social Justice experiences for Years 3 to 6.

Keeping parents involved in school life when they couldn't enter the playground proved challenging. During home-based learning the teachers committed to ringing parents every few days, checking on the well being of the family. When the school population returned, teachers kept parents involved through regular updates and the school newsletter.

In a time when we could not visit the physical church, teachers and children prepared thoughtful prayers, liturgies and Masses which were held in the classrooms. Teachers improved their knowledge of Liturgy and Mass and the celebrations were more meaningful to the students as they had prepared them themselves. Our priests of the parish made themselves available to visit classrooms to celebrate Liturgies and give Scripture and Sacramental talks to the students. This has forged a stronger relationship between the school and parish communities.

Teachers also experimented with a plethora of new resources to enhance teaching and learning. Unable to use their usual resources, online resources were explored and critiqued by the teachers. Professional Learning for teachers in the form of twilight meetings was Scriptural and pedagogy based. A facilitator led teachers through Gospel stories explaining the cultural influences that impacted the writing and the interpretation of these teachings. He did so using a variety of high yield visible teaching and learning strategies. Teachers spoke of how highly they valued both aspects of Professional Learning and have asked for more support in this area.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2020 the school began its implementation of the 2020-2022 School Improvement Plan (SIP) Goals. There was a strong focus to ensure that all students would demonstrate at or above expected growth in a range of assessments. With this in mind, Professional Learning for 2020 included an individualised focus on the analysis of data in order to best monitor and track specific progress as well as plan for adjustments to meet student needs. This also provided opportunities to plan a strong and rigorous Professional Learning program based on needs that became evident during the analysis of data. With the analysis of Mathematical Assessment Interview data, we then identified vulnerable students in Year 1 and supported them through inclusion into the Extending Mathematical Understanding program.

Another aspect of the SIP goals was to implement a co-teaching model focusing on Mathematics and in particular, problem-solving strategies. Co-teaching was planned in Stages and in cycles of professional reading and research, co-planning, co-teaching and reflection or evaluation of the strategies. Although the year was disrupted in many ways due to COVID-19, we managed to get through most of the co-teaching cycles successfully. This focus will continue into 2021.

In English, professional learning continued to explore the design of a more embedded approach to the programming of Word Study. As a result of this a proforma for the programming of English was developed and implemented across the school.

The Learning Support (Learner Diversity) Program continued to support students, whether support was needed to access the curriculum or students required extension through challenging programs. Grade and Learning Team Meetings were held in order to analyse student data and decide on the support or program required for individual students. Support documents and procedures designed to support Learner Diversity were also shared with the staff and implemented in an effort to best identify and support all learners.

Aspects of the Behaviour Management Guidelines were also revisited during 2020. The school focus on concepts of Choice Theory assisted in identifying the most appropriate strategies to manage behaviour while developing independence in students.

Extra-curricular activities for the students continued with the opportunity to be involved in the Junior or Senior Band as well as Drama Club. An after-school program for Robotics was also available during 2020 for students wishing to participate. COVID-19 meant that we could not hold a live performance of the school musical but the musical *Ali Baba and the Bongo Bandits* was successfully videoed and shared with the parent and school community.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

St Kieran's has two simple school rules on which all responsible behaviour is based: safety and respect. In promoting respect for each other and responsible behaviour, the school follows the Choice Theory approach to behaviour management. As the name implies, children have a choice over their behaviour and the behaviour they choose is to meet a specific need. Children are taught about choice and the ways our behaviours affect others. With guidance from the teachers, children are encouraged to take responsibility for their actions and think first before they act. 2020 meant that some of the normal initiatives that the school participates in were unable to be completed. These include Harmony Day and Bullying. No Way Day. The school also has its own initiatives. Children who follow the rules of safety and respect are recognised for their positive behaviour through the merit award system. Rewards are presented at each assembly for academic, social and extra-curricular achievements. Achievements both from in and out of school are also communicated through the newsletter. Students in Stage 3 are usually given many opportunities where they are able to extend their respect and responsible behaviours to the wider community. Just about everyone of these was unable to be done during the year. However, we did focus on many of the social justice programs. Social justice opportunities are an important part of the St Kieran's Mission program. In building an understanding of what it means to serve those less fortunate than ourselves, the community usually participates in initiatives such as the Vinnies sleep out, St Kieran's Day Catholic Mission appeal, Christmas hamper collection and Caritas program.

Linking our social responsibilities to the Gospel values and teaching is very important in our own school context.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The School Improvement Plan set out for the year was put on hold due to the pandemic and the changing nature of the school year. The focus shifted to teaching and learning in a whole new paradigm with the move to home-based learning. The plan was as follows:

Goal 1: To foster in students pride in their Catholic identity - all students will demonstrate a deeper knowledge of scripture, traditions and their faith community, validated through service learning **and** an increased attendance at parish masses and activities during the year.

Goal 2: To improve continued learning growth for students - all students will demonstrate at or above expected growth in standardised/diagnostic assessments i.e. running records, MAI, PAT assessments and NAPLAN and all classes will have maintained a class average of 1.8 - 2.1 using the SEL tracking tool.

Goal 3: To deepen students' social and emotional learning skills

Home-based learning in the short term did not appear to have a significant impact on the students' learning and on return to school, they appeared to quickly pick up where they left off. Further assessment will be used to see if this was the long-term impact.

Priority Key Improvements for Next Year

Due to the nature of 2020 and a move to a new strategic plan for the diocese, the goals for 2020 rolled over to 2021, with Goal 3 being incorporated in to Goal 2.

Further strategies are due for release during the 2021 school year which will assist in the planning of further school improvements.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Parents were asked to add reviews to promote the school to the wider community. Some of these included:

- St Kieran's is a wonderful school. The teaching staff and admin know the kids well and get to know the parents. It's the perfect size school for a primary education. So far every year, both kids have had excellent teachers and have grown in their confidence. I love how the kids find out their teacher for the next year, 2 weeks before summer holidays and they have "getting to know you" time with their new class and teacher! Takes all the anxiety out of starting the new year. You feel like you belong to a wonderful caring community. The families look out for each other and are inclusive and a lot of fun!
- This school is a friendly small nurturing environment, a perfect fit for my child who can be on the anxious side. The teachers have supported our family and we have watched our child flourish and as he reaches his true potential.
- Both kids absolutely love St Kieran's. And so do we as parents...wonderful community. Highly recommend.

Student satisfaction

The *Tell Them From Me* survey was completed by all students in Year 4-6. Some of their comments follow:

I really like that we are a small school, so by the end of Year Three you are pretty well known around the school. I think that the teachers organise the lessons well and have a clear structure.

I really like how everyone is friendly so you can have a lot of fun with others.

I like the teachers at this school and I am glad they try their best to teach us and want to teach. I like the subjects they teach like music, sport, science etc. I think this school is a great school, full of lots of kind and caring friends.

I think that students are given great opportunities to represent the school, like with all the leadership teams we have. I thought that our school handled the learning from home very well and I was able to learn from home on my own.

Teacher satisfaction

Teachers also completed the Tell Them From Me survey. Some of their responses included:

Our school has always focused on learning and continues to do so. Our professional learning plan for each term is focused and structured in such a way that teachers get to upskill through collaborative workshops, professional readings and quality input.

From a school level, I cannot speak more highly of the professionalism, care and support selflessly provided by the staff and leadership team in particular, at St Kieran's. All of this was made (even more) clear through the turbulent academic year that this was.

We are a learning community and our core business is teaching and learning for all; students, teachers and parents. Our school continues to maintain and build a strong focus on learning. As a community we are always reviewing our teaching and learning practices and our student achievement, wellbeing and behaviours. Teachers participate in strategic and robust professional learning that; reviews students data and plans strategically for T/L, reviews content and how it is effectively taught, reviews the wellbeing and mental health of students and builds capabilities within teachers and staff to build resilience and develop an expressly Catholic environment and community.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,064,042
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$574,755
Fees and Private Income ⁴	\$798,161
Interest Subsidy Grants	\$3,128
Other Capital Income ⁵	\$165,671
Total Income	\$3,605,757

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$17,802
Salaries and Related Expenses ⁷	\$2,616,070
Non-Salary Expenses ⁸	\$946,801
Total Expenditure	\$3,580,673

Notes

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

END OF 2020 REPORT