



2022

ANNUAL SCHOOL REPORT



St Patrick's Primary School, Guildford

34 Calliope Street, Guildford 2161

Principal: Mr Steven Jones

Phone: 02 8728 7300 Fax: 02 8728 7399

Email: StPatsGuildford@parra.catholic.edu.au

<http://www.stpatsguildford.catholic.edu.au>

Introduction

About the Annual School Report

St Patrick's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2022 and gives information about the 2023 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2022 Annual School Report for St Patrick's Primary School, Guildford.

As a Catholic school we exist to support and celebrate the beliefs and values of our Catholic faith. At St Patrick's Primary School we value and celebrate:

- the Catholic church and its mission, giving witness to gospel values
- the individuality and the dignity of each member of our community
- respect, partnership and open communication between staff, students, parents, parish and the wider community
- quality teaching and learning opportunities

Our school aims to provide a supportive environment in which each person can grow and learn. The parish and school work closely together to provide children with many opportunities to experience God's love and to nurture their faith in prayer, celebration, Sacrament and community.

Parent

Parent involvement at St Patrick's Primary School is highly encouraged and parents are very much welcomed by the principal, staff and children. Parents appreciate the opportunity to see first hand the children's progress and the rapport that the teachers have with their children. The very rich collaboration of parents and the school contributes to the strong spirit of the school community.

The parent community meet each term to discuss and hear about the events taking place during the 2022 school year. They also assisted at various carnivals and excursions,

Student

The students at St Patrick's Primary School learn in classrooms that are well-resourced and equipped with modern technologies.

They are provided with many opportunities to showcase their talents and achievements, and are very mindful of the need to support those less fortunate in the community.

Students in Year 6 were elected by their peers and teachers to be school leaders. They took responsibility for delivering our whole-school assembly each Monday morning; welcoming special guests to the school; and assisting staff whenever there was a need.

All students in Year 6 were trained as peer support leaders and facilitated the Peer Support program during Term 2.

Who we are

History of the school

In the early 1900's the people of Guildford realised they needed a Catholic parish and school to accommodate the growth of the area. On 2 April 1910, the community celebrated the opening of a new church building. Later that year the building began to serve a dual purpose when the Sisters of St Joseph started to use it as a school room. The initial enrolment of students in 1910 was 50 pupils.

The Sisters of St Joseph rented a cottage on Guildford Road to be closer to the church and school building. Every Friday the school room would be transformed back into a church and vice versa on Monday mornings. In 1935 the old church was moved to accommodate a new one, and a convent was built for the Sisters of St Joseph. A presbytery beside the church was completed by 1940. The school continued to grow and over time many more buildings and facilities were added to both the school and the church.

In 2020 the school celebrated 110 years of delivering Catholic education to children in Guildford.

Location/drawing area

St Patrick's Primary School, Guildford, is a multicultural school catering for the needs of its many students. It is a two/three stream school, Kindergarten to Year 6 (K-6) with a current enrolment of 353 students. There are over 50 teaching and non-teaching staff. An extensive building program was completed at the end of 2020 with all learning areas refurbished/rebuilt including the playground. Teachers and children enjoy air-conditioned classrooms and large covered areas that provide shade on hot days.

On the completion of their primary education, the majority of students attending St Patrick's Primary School attend Cerdon College, Merrylands (girls), St Paul's Catholic College, Greystanes (boys), Delany College, Granville (coeducational) and Patrician Brothers College, Fairfield.

Workforce Composition

Category	Number of Staff
Number of teachers who are Conditionally or Provisionally Accredited	9
Number of teachers who are Proficient or Highly Accomplished/Lead	23
Number of teachers accredited to teach Religious Education	30
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	15
Percentage of teachers who are indigenous	0
The average teacher attendance for 2022	92
Percentage of 2022 teaching staff who were retained from 2021	88

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

St Patrick's Primary School was excited to return to face-to-face teaching this year. As the COVID-19 safety restrictions eased, we were able to resume whole school, grade and class gatherings to celebrate feast days, holy days and special events such as Mother's Day, Father's Day and Grandparents Day. It was wonderful to be able to invite parents and friends to these community events. Social media posts advertised and promoted the events within the school. Important national days such as ANZAC Day and Remembrance Day were commemorated in a liturgy of the Word.

Students took part in various inquiry based religious experiences in class and at home. Students in Years 2, 3 and 5 had the opportunity to learn about the Sacraments of Penance, Eucharist and Confirmation in preparation for receiving the Sacraments for the first time. During the year, individual classes from Years 2 to 6 had the opportunity to attend Penance on Wednesdays and Grades attended the Parish Mass on Wednesdays. In term 4 the student faith in action group, the "Shamrocks" began their work by hosting bible studies at lunchtime with a fun scripture unpacking and activities.

Regular prayer was an important part of school life including daily prayer in classrooms, staff prayer and community prayer, liturgies and assemblies. Liturgies were held to celebrate special feasts such as St Patrick, Sacred Heart of Jesus and St Mary of the Cross MacKillop. Through the daily Angelus, and remembering saints, teachers assisted the students to make a connection and emphasised putting the qualities of the particular saint into action in their daily interactions.

Social Justice

Students and staff were very mindful of social justice and readily promoted special opportunities to help those in need. In term 1 the students generously donated to Caritas' Project Compassion for the Lenten Appeal.

In term 2 and 3 the focus was on assisting the Manning Foundation through monetary and food donations. As a school community we collected food and toiletries to be distributed to those in need for the Feast of the Sacred Heart of Jesus. Jersey day was hosted during our Fathers Day celebration and the money from this also went to the Manning Foundation.

In term 4 the Shamrock's centered their attention around fundraising for Catholic Mission. Representatives from Catholic Missions ran workshops for the students in Years 4-6 to promote this year's work in Ethiopia. The Grade teachers devised a sponsorship card and activities that linked with their Religious Education cycles of work and engaged the students in mission through the head, heart and hands model. During Socktober the school raised an outstanding amount of over \$4000. The Shamrocks then focussed on the message that everyone is gifted and invited students from the school to audition for a talent show. The proceeds went to the Manning foundation. The last student centered event was the school Mission disco on the school reward day. Each grade was allocated two food items to donate that would assist the Manning Foundation cater for the needs in the local community this Christmas. Again the contribution from the families was outstanding.

Staff also had a focus of mission in term 4. They assisted in purchasing and making sandwiches from the Vinnies night Patrol and contributed to the Vinnies Christmas Appeal by providing gifts and items needed to create presents for those in need.

School home and parish partnerships

Parents play an important role in supporting the faith development of their children. They had the opportunity to engage with the Religious Education curriculum through set home tasks and prayer opportunities. Parent meetings continued so that they were informed of current developments at school with learning and school organisation.

St Patrick's Primary School has had a very strong link to the parish. A mass was held every week for children and parishioners.

The Sacramental program continued for Penance, Eucharist and Confirmation. Students had the opportunity to receive First Penance, First Eucharist and Confirmation. Regular communication with parents occurred through the school newsletters and separate posts on Compass and social media. Parents of children receiving the Sacrament of Eucharist and Confirmation had the opportunity for formation through their meeting with Sr Helen the Parish Pastoral Associate. She guided them through the sacrament and assisted them in clarifying how to support their child.

Religious Education

St Patrick's Primary School used the Sharing Our Story Religious Education curriculum to develop student knowledge and skills. The curriculum has been designed and underpinned by Catholic Theology and Scripture. The age of the students and what they are wondering about has been the inspiration for the cycles of work that have been developed by the grade teachers in consultation with the Religious Education Coordinator. The method for delivery of the curriculum is through an inquiry approach. The inquiry approach allows for the students to enter the learning from whatever prior knowledge they may or may not have. During the learning process, experiences are provided in order for the students to develop a sound understanding of the traditions and practices of the Catholic faith. Any questions that the children raise about the dilemmas of the modern world they live in were explored in line with what the Catholic Catechism states. Emphasis has been placed on developing deeper understanding in order to translate into an age-appropriate action response.

Modelling the gospel values and talking to God through participation in the Sacraments, liturgy and prayer has been essential to making learning real.

The Religious Education coordinator led teachers in teaching Religious Education using an inquiry methodology and in ways to prepare for liturgy, the Sacraments and using resources and techniques to enhance learning experiences to develop deep learning.

Professional Learning of staff in Religious Education

The priority for 2022 was to continue to deepen the knowledge and faith development of students and teachers through the continued professional learning on planning and unpacking the cycles of work. But most importantly, how the teachers could use feedback and questioning to deepen their students' understanding of Catholic traditions and practices.

A formation day for staff was centered around being a disciple and witness to faith. The theme was centered around the examples of Our Lady and St Mary of the Cross MacKillop's 'yes' to God's call. Staff had the opportunity to deepen their knowledge of the Annunciation scripture and Mary's example of discipleship and then St Mary of the Cross MacKillop through the museum visit, reflect upon her faith and personal traits and dialogue with colleagues about how they modelled following God's will and how these virtues can reflect in their own

lives. Through the day there was time for reflection on quotes from Pope Francis' encyclical about discipleship and how they can be called to follow Jesus by being a witness to their faith.

Staff had fortnightly meetings in order to deepen their understanding of the new Religious Education curriculum. During these professional learning meetings, facilitated by the Religious Education coordinator the major focus was on the planning and how to teach the cycles using an inquiry approach. Student data was also used to inform progress and planning. Opportunities for professional conversations, deepening personal knowledge and theology and improving practice were discussed, planned and observed in the learning spaces.

Formation continued in term 4 with an Advent Scripture Formation by unpacking the Sunday gospel readings with Sr Helen Cunningham.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

NAPLAN

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2022. 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 and learning 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. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Literacy	97	95	74	74
	Reading	98	96	71	74
	Writing	98	96	82	79
	Spelling	94	92	65	69
	Numeracy	100	95	55	61

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Literacy	92	94	47	62
	Reading	91	95	54	69
	Writing	91	93	41	55
	Spelling	94	94	59	64
	Numeracy	91	95	38	54

Year 3 students at St Patrick’s have performed similarly to the national average. Reading and Writing were areas of particular strength for this cohort. In Writing over half of the cohort scored in the top two bands with a strength in cohesive devices to support the reader and the portrayal/ development of character, place, time or atmosphere. In Reading, the children showed strength in being able to interpret directly stated information and identifying the main idea. Further development however is needed with inferring the meaning of the text and is an area to be targeted for future growth. Numeracy results underlined the continued importance of the school in developing and improving problem solving skills.

Year 5 students have performed similarly to national standards in literacy and numeracy. In Writing, the children were able to both develop and elaborate on ideas and characters and orientate and engage their audience. Paragraphing was evident and sentence structure displayed a sound knowledge of both simple and complex forms. In Reading, the ability to identify the plot and interpret a character’s thinking in a given text was done well. Sequencing of events in a variety of texts was also completed well. Further work on interpreting and inferring meaning of symbols in informative texts will ensure growth is continued and this is an area that has been identified and targeted for 2023. Numeracy results were stronger in measurement, time, patterns and algebra. Questions that required the application of mathematical knowledge showed inconsistencies and highlighted the ongoing need for children to develop their skills in problem solving.

School curriculum

At St Patrick’s Primary School we take pride in providing a supportive environment in which each person can grow and learn. Our highly qualified and committed staff work together to nurture children as they grow academically, spiritually, emotionally and socially.

In 2022 teachers worked collaboratively in grades and as a whole staff to plan and implement teaching and learning programs. Literacy, numeracy and Religious Education were strongly emphasised, and teachers developed challenging school-based, integrated units to meet the many outcomes of the NSW Education Standards Authority (NESA) curriculum.

A dedicated and hard-working Diversity Team, liaise closely with class teachers to identify and support children with learning needs. A highly successful learning program was implemented and members of the Diversity Team meet regularly to monitor students’ progress. This team

provides in-class support as well as small group and individual instruction. The learning needs of all children who received disability funding were met through individual plans and these children were closely monitored.

Specialist teachers in Art, Music and Physical Education provided children with many opportunities to enrich their learning and to showcase their talents. Children in Kindergarten to Year 2 participated in a gymnastics program led by Dance Fever and students in Years 3 to 6 participated in Dance Fever program showcasing dance.

Students entering Kindergarten met their teachers and were guided through a series of activities to gauge their readiness for school during their orientation days. Those assessed as needing greater assistance the following year were invited to attend our Transition program which ran for a number of sessions. Specific learning activities, focused on occupational therapy and language deficiencies formed the basis of this program.

Initiatives to promote respect and responsibility

The core of our *Student Management policy* is safety, respect and learning for self and others and consequences are in place if these expectations are not followed.

During our whole school assemblies students receive a school Merit Award. This award recognises the learning behaviours of the students. Students can also receive a Gold Award. This award recognises children who consistently uphold the school expectations of being a safe, respectful learner.

Each week during assembly a particular focus around respect and responsibility for self and others are promoted.

Professional Learning

Our professional learning in 2022 aligned with our implementation plan goals for Religious Education, literacy and numeracy. Lead teachers guided and supported staff through professional learning meetings and staff development days. They also provided in-class mentoring to build staff capacity in improving practice as well as supporting teachers to improve student learning.

We continued our professional development of teachers' and teachers aides' knowledge in:

- Extending Mathematical Understanding (EMU)
- differentiating learning in numeracy
- developing students' knowledge and understanding of inquiry into Scripture and the Sacraments
- reading comprehension and vocabulary
- effective data collection in literacy and numeracy
- Kindergarten to Year 2 2023 English and Mathematics syllabus
- Anaphylaxis and Asthma
- Emergency care
- Cardiopulmonary Resuscitation (CPR)
- Autism spectrum
- personalised plans
- supporting students with diverse learning needs and trauma
- Child Protection
- creating engaging environments that support the learning needs of students
- emotional coaching
- EAL/D learners

Selected staff participated in professional learning around the following areas:

- new scheme teachers
- reading recovery
- Extending mathematical understanding
- oral language
- personalised planning moderation
- additional language/dialect
- speech, language and communication
- Key word Signing
- Students with ADHD
- Compass customisation

School Improvement

Annual school priorities

Priority 1	Students will use feedback and questioning to deepen their understanding of the connection between Catholic traditions and lived practices.
Reason for priority 1	St Patrick's Primary School is continuing to develop the Religious Education curriculum that has an aim to deepen learning using an inquiry approach. Research has shown that through feedback and questioning, students learning significantly improves and so does the quality of teaching and goal setting.
Steps taken to achieve priority 1	<ul style="list-style-type: none">▪ providing professional learning experiences for teachers to unpack the Learning Cycle, the driving question and to collect and analyse student voice and incorporating the liturgical cycle into planning▪ supporting staff and providing teacher feedback during relief from face to face teaching (RFF), through annotations on programs or feedback during planned meeting times with teachers and grades▪ unpacking syllabus documents, Catechism and Scripture to identify key content for teaching and feedback
Status of priority 1	Ongoing

Priority 2	Students will use feedback and questioning when reading to deepen their understanding.
Reason for priority 2	Analysis of student data indicates that students need to be provided with explicit teaching, questioning and feedback.
Steps taken to achieve priority 2	<ul style="list-style-type: none">▪ staff developing a deeper understanding of the content and skills of the key learning syllabus documents▪ an analysis of data and identification of where individual students are at and their future direction and goals▪ reflection on explicit teaching to ensure it meets the needs and identified goals in the data▪ provision of explicit feedback to support student learning
Status of priority 2	Ongoing

Projected school priorities

Priority 1	Students will use feedback and questioning to deepen their understanding of Catholic Identity through scripture.
Reason for Priority 1	St Patrick's Primary School is continuing to develop an understanding of the Catholic Identity of the school through the exploration of scripture. Research has shown that through feedback and questioning, students learning significantly improves and so does the quality of teaching and goal setting.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none">▪ providing professional learning experiences for teachers to unpack Catholic Identity and scripture▪ supporting staff and providing teacher feedback during relief from face to face teaching (RFF), through annotations on programs or feedback during planned meeting times with teachers and grades▪ unpacking syllabus documents, Catechism and Scripture to identify key content for teaching and feedback
Priority 2	Students will use different types of knowledge and strategies to read, write and spell.
Reason for Priority 2	Analysis of student data indicates that students need to be provided with explicit teaching, questioning and feedback to read, write and spell.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none">▪ staff developing a deeper understanding of the content and skills of the English syllabus documents▪ an analysis of data and identification of where individual students are at and their future direction and goals▪ reflection on explicit teaching to ensure it meets the needs and identified goals in the data▪ provision of explicit feedback to support student learning▪ implementation of a whole school spelling focus

Community Satisfaction

Parent satisfaction

During 2022, the Catholic Education Diocese of Parramatta (CEDP) engaged Tell Them from Me (TTFM) to conduct a survey to provide feedback from parents, students and staff about our school.

The TTFM data collected and reported showed that parents were happy with the school and with the programs offered. Parents particularly identified connectedness to the school, learning focus, student motivation, homework, classroom behaviour, behaviour management, stimulating learning, transitions, and school improvement as areas of strength for the school. Parents also acknowledged teacher morale, student safety, approachability and reporting as being very high. They also acknowledged feeling welcomed, well informed about school activities and that written language about the school was in plain language.

The one area identified by parents for improvement was parent involvement. Due to COVID-19 restrictions during the first six months of 2022 parents were limited in their involvement in school.

Student satisfaction

The TTFM data showed that students felt very connected to the school. They found learning stimulating, valued schooling outcomes and were motivated to learn. Most students reported that they had a close connection to their peers and enjoyed positive friendships.

Overall, student morale was high as was student learning confidence. Students felt supported and valued by their teachers and enjoyed learning in a safe environment.

Students identified participation in sport and extra-curricular as areas that they would like to be provided with more opportunities.

Teacher satisfaction

The TTFM data showed that teachers and staff strongly supported the student management programs in the school and believed that these contributed to the positive school learning environment.

Teachers reported that they were supported in their work by the Leadership Team and, while they acknowledged the many challenges of their profession, felt empowered in their teaching roles and supported the curriculum processes that were followed.

Teachers actively shared the goals and direction of the school and valued the opportunities to work together in teams.

Teachers also valued the support given by parents and believed that, overall, students were motivated to learn.

Student Profile

Enrolment Policy

St Patrick's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be obtained from the school office or can be accessed on the school's website showing the CEDP Enrolment Policy, Procedures and Guidelines. The enrolment policy can be located on the school website under '**ABOUT US**' on the '**Policies and Procedures**' page under the '**Enrolment**' category.

Current and previous years' student enrolment

Year	Boys	Girls	Total
2020	211	197	408
2021	198	179	377
2022	172	181	353

Changing demographics in the area has seen a decline in Catholic student enrolments.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Kindergarten	89
Year 1	84
Year 2	93
Year 3	90
Year 4	90
Year 5	87
Year 6	89
School Average	89

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	275
Students with disabilities (SWD)	111
Indigenous	2

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student wellbeing

Student wellbeing, discipline and anti-bullying policies and pastoral care

St Patrick's Primary School has a strong stance against bullying and immediate action is taken to resolve any reported incidents of bullying. Parents are contacted by the assistant principal or principal if serious breaches of the school rules occur. Their support is greatly appreciated.

In 2018 St Patrick's Primary School introduced Positive Behaviour Support for Learning (PBS4L) and the *Student Management* policy was updated at the beginning of 2020 after staff, students and parents had been involved in the consultation. During 2022 the Student Management policy has been reviewed and will be launch in 2023 as the Wellbeing policy.

St Patrick's Primary School continues to implement the school expectations of being a safe, respectful learner. A Code of Conduct clearly outlines acceptable behaviours and consequences for failing to uphold these behaviours. These consequences vary according to the level of misbehaviour, with parents being informed at all levels.

Students are rewarded for positive behaviours through their 'Paddy Passports'. Here children have the opportunity to earn shamrocks, gems and special grade awards. Their achievements are celebrated at weekly assemblies where children receive a Gold Award.

The school *Student Management* policy is based on the principles of natural justice and procedural fairness. Corporal punishment is not permitted under any circumstances.

All individuals are valued and their dignity preserved. Students are encouraged to practise explicit Catholic moral and ethical values. St Patrick's Primary School encourages a safe, respectful and just school.

The student welfare and behaviour policies and the information on the introduction of PBS4L are available on the school website: www.stpatsguildford@parra.catholic.edu.au

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Office, Parramatta Diocese (CEDP) *Managing Complaints* policy.

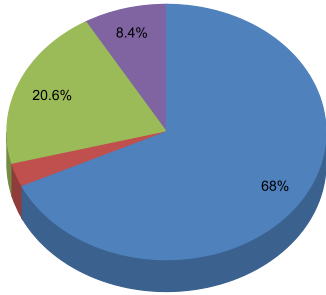
A copy of the school policy is available from the School Office or is available on the CEDP website: (Located under Catholic School Community / Managing Complaints Policy)

<https://www.parra.catholic.edu.au/about/our-strategy-and-policies/policy-central>

There were no changes to the policy during 2022.

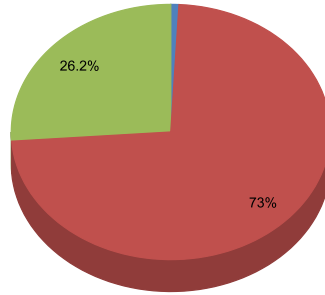
Section Eleven: Financial Statement

Income



- Commonwealth (68%)
- Capital (2.9%)
- State (20.6%)
- Fees (8.4%)
- Other (0%)

Expenditure



- Capital (0.8%)
- Salary (73%)
- Non-Salary (26.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,497,201
Government Capital Grants ²	\$194,665
State Recurrent Grants ³	\$1,365,455
Fees and Private Income ⁴	\$558,319
Other Capital Income ⁵	\$0
Total Income	\$6,745,992

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$55,852
Salaries and Related Expenses ⁷	\$4,971,979
Non-Salary Expenses ⁸	\$1,780,507
Total Expenditure	\$6,808,338

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.