

2019

ANNUAL SCHOOL REPORT

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Together in Christ



Holy Cross Primary School

326 Lake Road, GLENDALE 2285

Principal: Debra Hawthorne

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

About this report

Holy Cross 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 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

Holy Cross forms part of an authentic, faith-filled Catholic community, where high standards of education ensure that improving the educational outcomes for every student is paramount. Holy Cross follow the Making Jesus Real framework, based on the belief that we are the image of Jesus to everyone. Gospel values embedded through the program, invite and encourage all members of our community to do their best to treat others fairly, to be responsible for their actions and to follow moral and ethical conduct embracing equity and justice. Our Mission Statement dares us to walk with Jesus as a people of action, in a place of peace for a future filled with inspired learners. Holy Cross is a great school moving forward.

With a wonderfully supportive school community of parents, grandparents and friends, the school continues to grow and expand. 2019 saw another year of enrolment growth of about 10%, taking the school to a population of 151 by the end of the school year.

The continued focus on the 'image of the child' as a early learning development focus saw the realisation of an extensive outdoor learning space utilising the philosophy of a play-based pedagogy inclusive of positive and well-researched transition processes. The combined efforts of the P&F and school funding ensured the development of this outstanding area to successfully combine learning and play.

The inclusion of Holy Cross as a Gifted Education Lead school introduced a greater understanding of gifted students and how to best meet their needs.

Parent Body Message

The 2019 Holy Cross School year brought much excitement to our school community with the huge fundraising efforts by our families contributing to the planning, development and construction of our Early Learning Outdoor Space. The K-2 classrooms all open out to the outdoor learning space. It provides a unique and exploratory experience to the students of Holy Cross allowing for many play opportunities including a mud kitchen, sensory garden, large sandpit and a stage.

Some of the fundraisers Holy Cross P & F planned and executed included:

- a kids Movie afternoon at the cinema,
- a colour run,
- our annual Mother and Fathers' day stalls

- Annual Easter raffle.
- Bunnings BBQs
- Creation and sale of Fathers' Day cards
- Calendars
- Christmas raffle
- Catering at the annual Christmas concert
- Raffles and sale of treats at the Annual School Musical

The Holy Cross P & F introduced the concept of co-ordinating community building activities for the last day of each term and on these occasions we saw parents, friends, students and teachers of Holy Cross come together to celebrate the end of each term with a BBQ lunch. Fundraising was conducted for our Aussie Farmers whilst the children performed in a dance concert, based on lessons taught throughout the term.

The P & F additionally contributed funds towards:

- extending the Initialit Literacy Program through to Year 2,
- The purchase of additional quality reading texts for the library
- alternate shelving solutions for the school uniform shop.

2019 was an extremely successful fundraising and friendraising year for Holy Cross and the P& F were very proud of the efforts made by families, students and teachers in supporting the development of our school.

Ashleigh Fitzgerald

Holy Cross P & F President

Student Body Message

The senior students at Holy Cross contribute in a rich way to the culture and sense of community across the school. Leadership opportunities provide the means for students to fully participate in the Making Jesus Real philosophy. During 2019, students supported fundraisers to support Catholic Mission and Caritas, whilst Mini Vinnies representatives gathered much needed supplies across the school year for vulnerable families across the extended community.

School Features

Holy Cross Primary School, Glendale is situated on Lake Road Glendale. Glendale is a suburb of Lake Macquarie and is located at the northern end of Lake Macquarie. Holy Cross School is one of eleven primary schools in the Lakes Region. Holy Cross Primary is a feeder school for St Paul's College, Booragul.

Holy Cross enrolments draw upon the following areas; Glendale, Cameron Park, Elernmore Vale, Speers Point, Edgeworth, Wallsend, West Wallsend, Argenton, Cardiff, Macquarie Hills, Toronto, Fletcher and Barnsley.

Holy Cross is a K-6 school with 7 class groups. The school is fortunate to have well-trained and energetic teachers who support the learning of all children using a differentiated approach. In addition to class teachers, specialist teachers include:

- Gifted Education Mentor who provides PD for staff and support for gifted learners
- Aboriginal Education Teacher who supports indigenous students and their families whilst assisting staff with PD and the school community with a greater knowledge and appreciation of Aboriginal culture.
- Learning Support Teacher who assists children with additional needs
- Literacy / Numeracy specialist who supports and enhances learning in Kindergarten, Year 1 and 2
- EALD supporting students with English as an additional language or dialect
- Qualified Teacher Librarian who supports staff and students in their learning and development around information technology and the inquiry process of learning.

In 2018, Holy Cross Primary School celebrated 60 years of Catholic education in the Parish now known as Sugarloaf. The school was founded by the Sisters of Mercy. Inspired by their founder, Catherine McAuley, the Sisters are compelled by God's spirit and their tradition to bring about a more just and compassionate world. The spirit of the Sisters of Mercy is still evident in the school's commitment to justice for all people.

The P&F Association is extremely active and supportive of the school, both in a fundraising and friendraising capacity. The tireless and supportive work of the P&F have provided an abundance of learning, sport, cultural, library and play resources for all children from K-6.

Children across the school experience a live stage performance every year; the Primary attend the Diocesan ASPIRE performance whilst the K-2 children attend a performance at the CIVIC Theatre based on a book or story they have studied. The development of the Creative Arts Space in the school and PD for staff around a range of medium has supported an ongoing appreciation of art and artists. Specialist dance teachers provide lessons for all

children and these form part of the annual school musical, alongside focused scripts written and prepared by the children and The Diocesan ASPIRE artistic director.

A plan for the 2020 school year is to employ additional external providers in music, dance and drama to continue to build the creative arts culture at the school.

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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
63	75	30	138

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 91.74%. 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
91.90	91.40	91.90	92.50	92.80	92.10	89.60

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 2019:

Total number of staff	25
Number of full time teaching staff	8
Number of part time teaching staff	7
Number of non-teaching staff	10

Total number of teaching staff by NESA category

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

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Using the National School Improvement Tool as a lense to determine the area for growth and development , the decision was made, after a careful examination of data, to expand the areas of focus from data and differentiation to data, expert teaching team and effective pedagogical practices. As such, the staff participated in ongoing professional learning throughout 2019. Perhaps the greatest area of learning involved the introduction and study of HITS (High Impact Teaching Strategies), developed by the Victorian Department of Education. This provided teachers with an ideal opportunity to build their pedagogical capacity by reviewing different teaching strategies and participate in self assessment and professional discussion about areas to further develop. In 2020, this focus will continue as this professional learning is merged with a deep understanding of Lyn Sharrat's Learning Framework, Clarity.

In 2019 Holy Cross teachers engaged in professional development in RE including:

- the process of backward mapping and the creation of assessment tasks and criteria in RE.
- the development of a greater knowledge of the Sacraments to support teachers theological understanding.
- an analysis and review of the 2019 Religious Literacy Assessment and data. Based on this analysis, a religious Literacy plan was developed for 2020.

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 aspire to be:

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

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

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

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

(Catholic Schools at a Crossroads, 2007)

Catholic Imagination and Spirituality

2019 has been a wonderful year in Religious Education at Holy Cross. We have celebrated and reflected as community of faith on many occasions. School and class masses, liturgies, and prayer rituals have marked special occasions and significant dates in the church calendar and society.

Holy Cross staff had the opportunity to take some time to reflect at a Spirituality Day held in Term 2, based on Spirituality with Catholic faith and unpacking the Pope's encyclical, *Laudato Si*. Two staff members attended the Camino Walk in April.

Our Year 6 Leadership Spiritual Development day was held early first Term for our senior students. This day served as a way to guide our Year 6 students in the philosophy of Making Jesus Real and to support them in developing their faith as well as their leadership qualities. Holy Cross senior leaders attending the Project Compassion Diocese Mass in March

Holy Cross is part of the Sugarloaf Parish and together with St Benedict's Edgeworth, 2019 saw the celebration of 3 Family Masses. Under the leadership of Fr Sabu and with the support of REC's, many students and their families attended a Family Mass in Terms 1, 2 and 3. It was a great step in strengthening school and parish relationships. The Parish Sacramental program was also joined by many students in Years 2, 3 and 4 this year with the schools REC and teachers facilitating lessons. Parents also took on the responsibility of

supporting their children through the Sacramental Program as well. In 2019 the parish farewelled Fr Sabu after 3 years at Sugarloaf Parish.

Our weekly Class Masses are an opportunity for parishioners attending Thursday Parish Mass to celebrate with the students of Holy Cross. A strong connection to the parish branch of St Vincent De Paul is also evident amongst the school community.

The REC and School Principal are both members of the Parish Council and attended council meetings throughout 2019.

Holy Cross supported the efforts of CARITAS and Catholic Mission in 2019 with fundraising days. Students in Mini Vinnies met regularly throughout the year to help support these fundraising days and to help inform and raise awareness amongst the community as to why we support these organisations.

Mini Vinnies students and staff held a St Vincent de Paul Winter Appeal and a Christmas Appeal in 2019 to support our local Vinnies chapter. Mini Vinnies students made visits to Mum's Cottage, and the local nursing homes as part of their social justice outreach. Students in Mini Vinnies also helped , to run a school breakfast club once a week on the school grounds.

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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

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

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

A summation of the School Improvement plan 2019 includes:

1. Use of data, informal and formal, to analyse & target areas requiring attention in numeracy and literacy in order to refine the current professional development model to be more responsive to identified needs at Holy Cross.
2. A continued exploration and increased knowledge of appropriate and successful transition process, inclusive of early learning pedagogy.
3. A broader understanding of gifted education and how to meet the needs of gifted learners in a mainstream school setting.
4. Professional learning across a range of teaching strategies to improve and sustain effective pedagogy across all classrooms.

Teaching staff at Holy Cross maintain high expectations for their students and strive to provide best practice in teaching and learning. Specialist staff are well utilised across the school offering intervention and challenge for student learning where appropriate. Class teachers continually seek means to make learning interesting, investigative and hands on, providing students with an ideal learning environment which encourages risk taking, exploration, trial and error, and above all else, independence in their learning.

The introduction of the Initialit Literacy Program in the K-2 classes at the commencement of 2017 has seen an increased and pleasing collection of data, indicating the success of the program and the competency of teaching staff in its use.

Timetables across the school are aligned to ensure a focus on English and Mathematics is given priority. The latest Science K-10 Syllabus has been successfully implemented with children participating enthusiastically in experiments and investigations.

Library lessons form the basis of experiences in information technology and the inquiry process as children use a range of technology to research, analyse and report.

Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	57%	12%	11%
	Reading	40%	53%	0%	11%
	Writing	48%	51%	8%	6%
	Spelling	52%	48%	12%	13%
	Numeracy	16%	40%	8%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	52%	34%	10%	17%
	Reading	24%	37%	5%	12%
	Writing	19%	17%	19%	19%
	Spelling	38%	34%	5%	14%
	Numeracy	19%	29%	14%	14%

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

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

Complaints Handling Policy

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

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

Initiatives promoting respect and responsibility

Holy Cross made great progress strengthening and embedding the Making Jesus Real program into the school community this year. The Catholic values and attitudes that are the foundations of Making Jesus Real were visibly recognised and acknowledged through the introduction of an MJR noticeboard. The notice board was placed near the front gate and displays the values and attitude of MJR along with photos of students who received an MJR sticker for the week. A fortnightly assembly presentation, presented by Year 6 leaders reinforced MJR at a whole school level. Staff continued to use the MJR stickers as a means of positively reinforcing and recognises MJR values and attitudes in students. The school newsletter also provided information and examples to parents of MJR in action at Holy Cross throughout the year.

The MJR philosophy provides the basis for the management of student behaviour, focusing on positive interactions, mutual respect and kindness. Further, the continued development of the 'Zones of Regulation' have enabled a greater understanding of how different feelings and emotions can determine particular behaviours. This has developed a greater appreciation of how to support children in understanding and directing their behaviours in a positive manner.

The introduction of Highway Heroes, alongside MJR, has provided a scaffold for students to develop a much deeper knowledge of their interactions with others. In 2020, the Highway Heroes program will be closely aligned with MJR to provide a clear scope and sequence of learning, experiences and strategies for children across the school.

School Improvement

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

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

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

Key Improvements Achieved

The National School Improvement Tool and the Catholic Identity Improvement Tool have been successfully used as a means to develop and support ongoing professional learning and student growth across the school. Responses and professional dialogue undertaken by staff has demonstrated a huge shift in the culture of the school. Whilst maintaining strong links with parents and additional members of the school community, a strong culture of self-responsibility and respect, coupled with a great desire and acknowledgement for high standards in learning, are evidenced in the collection and analysis of formal data in addition to the informal conversations and dialogue across the school community. This shift is the result of strategically formulated strategic and school improvement plans alongside professional practice and development processes with teaching staff.

Outstanding results in K-2 English, as a direct result and use of the Initialit Literacy Program, across K-2 children is evidence of the school's use of data to inform successful school wide strategic planning.

Priority Key Improvements for Next Year

The school has built a strong culture of mutual respect within the context of the Making Jesus Real philosophy. The alignment of MJR with Highway Heroes forms a key priority for 2020. This will provide staff, students and families with a deeper appreciation of how positive

interactions build relationships, develop resilience and provide children especially, with the tools and strategies to problem solve and form firm friendships.

The focus for staff professional development will be using Sharrat's 14 Parameters; A Learning Framework, alongside High Impact Teaching Strategies to build effective, data driven teaching pedagogies, including gifted education and play-based learning, each with a focus on the image of the child.

Alongside a deepening of personal and community - based spirituality, the continued focus on well-being and mindfulness is also planned for 2020.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

A recent survey of the school community detailed an overwhelming level of support from parents, grandparents and carers. The following comments are indicative of the broad range of opinions of parents in our school community.

Making Jesus Real / Religious Education

"The Christian focus of the school is really important to me. At Holy Cross it is evident not just in the subject material but also in the attitudes of the staff and how they care for my kids!"

"The religious education taught at Holy Cross is very comprehensive and my children enjoy it."

"It is very evident at Holy Cross. The staff set very good role models in this area and take great care of the kids in a very holistic way".

Teaching, Learning and Communication

"The teachers do an amazing job they really get to know the students and their families."

Recommendations

"Beautiful little community, always supportive. I feel informed and communication with the school is always easy. The teachers think of everything and take on any feedback well."

"Having had my eldest child study at Holy Cross in the previous years, I have noticed a major growth within the school in areas of communication, leadership, religious exposure, bullying policy and the adaptability to change A shout out and well deserved appreciation for the commitment from the principal down to teachers and the front office staff. Keep up the good work."

Student satisfaction

Students clearly articulate the following reasons why Holy Cross is a great school:

- Year 6 chairs that enable the senior students to have their own space for eating and socialising.
- Early Learning Space alongside the K-2 classrooms
- Buddy program with Kinder and Year 6
- We feel very safe here; rules etc
- Friendship bench in the playground
- Fixed equipment
Playground; open space on the field
- People; friends and teachers
- LEARNING!
- Big classrooms with lots of space
- BYOD program; working online and with laptops

Teacher satisfaction

Teaching staff at Holy Cross are a collegial and professional group of individuals who strive to provide the best outcomes for students, spiritually, academically, emotionally and physically. They are well supported and appreciate the talents of each other. They are firm in their commitment to teaching and learning and offer the following positive attributes about the school.

Holy Cross:

- Is a community of people with a shared vision
- provides student-centred learning
- Supportive network of colleagues
- Strong sense of community, especially in building relationships
- A focus on a positive growth mindset
- Creative, engaging teachers
- a willingness to listen to experts and adopt new ideas
- Meet the needs of a range of students
- Dedicated professional teachers who support each other
- Teachers always look for innovative ways to develop their craft as educators

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1768422
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$510516
Fees and Private Income ⁴	\$317164
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$81470
Total Income	\$2677572

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1545
Salaries and Related Expenses ⁷	\$2103848
Non-Salary Expenses ⁸	\$418307
Total Expenditure	\$2523700

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 2019 REPORT