



# 2021

## ANNUAL SCHOOL REPORT



### Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Mr Marco Ianni

Web: [www.olddb.catholic.edu.au](http://www.olddb.catholic.edu.au)

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## About this report

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Our Lady of Dolours 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](#).

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## Message from key groups in our community

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### Principal's Message

Our Lady of Dolours (OLD) School is a welcoming, hope-filled and inclusive community providing outstanding Catholic Education.

An awareness and deep respect of 'difference' is embedded in the inclusive culture of our school where our students, parents and staff enjoy a very strong sense of belonging.

This sense of belonging is strengthened by the consistent support and encouragement that exists within our community.

Our school vision is: "To Ignite, Innovate and Include in a spirit of Mercy".

This vision inspires us to:

- 'Ignite' the students' desires and their imaginations to keenly learn and improve in all aspects of school and community life. This is best achieved within a culture of exciting 'challenge' where learning is meaningful, relatable and connected. Importantly too, OLD School and Parish strive to ignite and inspire the faith journey of our students, teachers and parents.
- 'Innovate' within a 'Culture of Thinking', where a community of learners are natural problem solvers and creative thinkers in school, home and community life.
- 'Include in a spirit of Mercy': OLD School was originally established by the religious order, 'The Sisters of Mercy', in 1896. A spirit of 'Mercy' (care, compassion, kindness and understanding) authentically prevails today in all areas of school and community life. The responsibility for ensuring an inclusive spirit of Mercy flourishes at OLD School rests with all staff, students and parents working together in partnership.

### Parent Body Message

Amidst another challenging year of COVID restrictions and lockdowns during 2021, staff, parents and students took the learnings from the year before and successfully navigated the changing landscape of schooling to ensure our students were still able to thrive. Welcoming our new Principal and Assistant Principal into our community, they injected positivity and excitement for growth in our school community.

Timely, clear communication from the school demonstrated a genuine commitment to enable students and families to engage in the school community in any way the restrictions would allow.

We saw initiatives such as parent nights out, year-group get togethers in the park, regular zoom sessions for parents to engage with staff, and the continuation of Class Parent and Advisory Council meetings, which provided opportunities for the parent voices to be heard, and new connections to be formed.

As the restrictions eased parents were welcomed back onto school grounds for volunteering in small numbers, open classrooms, and importantly the parents of year 6 students were able to celebrate and farewell their primary schoolers alongside staff at Graduation.

### **Student Body Message**

During 2021 we experienced many different ways of learning. During the first part of the year we had wonderful experiences such as band expo and Stage 3 overnight leadership excursion to Milson Island to help us develop leadership skills for the future.

Once Home Based Learning started again during the middle of the year, we were able to use our knowledge of online learning tools to make sure we continued to grow as learners. We really did develop skills like resilience and persistence.

Our Year 6 leaders showed us how to be our best and the TV studio was a great way for us all to connect with each other. During our school assemblies via zoom, we shared many fun times like 'Sing and Storytime' with preschools and sharing our learning.

Even though it was a very different year, we made the most of it and are grateful to our parents and teachers for their support and for helping us to stay positive. We can say we did strive to be our best at OLD.

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## School Features

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Our Lady of Dolours Catholic Primary school is located in the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood. Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde.

Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site. In 2021 we had approximately 320 students attending our school from a variety of cultural backgrounds. These students were well supported in their learning by dedicated and highly professional teaching and support. Music, Physical Education and Library were taught by specialist teachers on a weekly basis. When COVID restrictions allowed, extra-curricular activities including keyboard, guitar, chess lessons and coding were taught. There were also opportunities to join the junior and senior school bands and choir. Due to COVID restrictions inter-school activities were unable to go ahead in 2021 and the usual community events such as assemblies and meetings were held via zoom.

A Television Studio (OLD TV) was set up to enable greater connectedness between all members of the OLD community and our regular assemblies and 'Sing and Storytime' sessions were live streamed via the studio. Connections were made between students and home, local schools and pre-schools using this live medium.

This year, the school again invested substantially in computer technology securing additional new devices to support student learning. The devices purchased were pivotal in supporting students during Home Based Learning and the continuation of the high level of education students experience at the school.

During the course of the year we continued to meet online as Parent groups, Advisory Council and Parent teacher interviews and meetings. We did ensure that this mode of communication allowed for inclusion of all members of our community.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
171	151	233	322

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 97.49%. 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
98.47	96.79	97.74	97.68	96.80	97.57	97.41

## 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 Quality Assurance and improvement 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	27
Number of full time teaching staff	12
Number of part time teaching staff	11
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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been



involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

SDD Term 1 Vision for Learning - establishing school strategic improvement framework and outlining our shared vision for the school.

SDD Twilight 1 - Focus on Literacy (Reading Strategies)

SDD Term 2 Diocesan SDD led by the System Director and the Bishop. 'Towards 2025'

SDD Term 3 Spirituality - Marian Spirituality

SDD Twilight 2 - CPR

SDD Term 4 - Handover and Transition using student database to inform decision making for our students

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## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

Our Lady of Dolours is dedicated to our school mission and vision statement; as we journey together, united in faith, we strive to always 'Ignite, Innovate, Include in Mercy.'

The school executive has developed opportunities for staff and students to delve deeper into their own spirituality. Staff pray together at meetings and at dedicated staff prayer times via zoom during the period of restrictions. The 'School Prayer' is said at assembly, and the Mercy Values of each class are a weekly focus for the community. Social Justice is at the forefront of our Catholic worldview, which is central to the vision and mission of our school and our commitment to reaching out to others through Project Compassion and Socktober were highlights of the year.

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## Curriculum, Learning and Teaching

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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.

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By igniting students' passion, curiosity, creativity, engagement and thinking skills, student learning will improve. By being innovative thinkers, establishing innovative pedagogies and innovative learning experiences and environments student progress.

By ensuring all student needs are catered for, all assessments allow student potential to be achieved and the Social and Emotional Skills of students are considered when planning learning experiences. Our vision for learning is to be inclusive of all students, ensuring we cater for the diverse learning needs of all our students. Curriculum projects were established and implemented through the lens of our Mercy Values.

The staff at Our Lady of Dolours successfully navigated the ongoing challenges of teaching online during Home Based Learning (HBL) and the professional development to build capacity of teachers to effectively use digital technologies continued throughout the remainder of 2021. The period of HBL provided deep learning experiences and innovative ways of navigating new online teaching strategies and pedagogies. The online teaching strategies and the inclusion of ICLT continued to be authentically integrated across all Key Learning Areas that heightened engagement, challenge and critical and creative thinking throughout the remainder of 2021.

The restrictions during the Covid19 pandemic gave us an opportunity to address the individual learning needs of students through flexible groupings online and face to face. We utilised the extra support to create small group instruction learning opportunities for the

students to ensure student growth throughout the year. This required clear communication and collaboration between teachers, students and their parents and carers and resulted in providing critical academic and social and emotional support for all our students.

## Student Performance in Tests and Examinations

### NAPLAN

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.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	93%	54%	0%	11%
	Reading	87%	55%	0%	10%
	Writing	96%	53%	0%	6%
	Spelling	95%	49%	0%	13%
	Numeracy	67%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	71%	35%	0%	14%
	Reading	71%	40%	0%	11%
	Writing	63%	20%	0%	18%
	Spelling	71%	38%	2%	14%
	Numeracy	68%	29%	0%	15%

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## Pastoral Care and Student Wellbeing

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### 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 2021.

### 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 2021.

### 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 2021.

### Initiatives promoting respect and responsibility

An initiative that Our Lady of Dolours Catholic Primary School has continued to focus on has been Positive Behaviour for Learning, known as (PBL). This is an evidence-based whole school systems approach that:

- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.

Through implementation of the program, positive social expectations have enabled students to understand how to be safe, respectful and responsible learners. Consistent school rules have been established as part of (PBL) and they link with the school Mercy Values.

Social justice and outreach programs have also been an active part of school life. Our strong outreach program supports global, diocesan and local initiatives. These included Caritas, through 'Project Compassion', Catholic Missions and the 'Socktober' appeal. Our connection with the JRS (Jesuit Refugee Services) has remained strong supporting both their Winter and Christmas appeals.

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## School Improvement

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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

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 used as a guide to provide authentic, professional Catholic education allowing all of our students to use their talents to be the very best they can be.

Our focus for key improvement was grounded in the Towards 2025 Strategic Plan for all CSBB schools. The structures supported the Learning Improvement Plan for OLD and our strategic themes and priorities such as Evangelisation and Catechesis and Student Achievement were targeted within the following key priorities: To embed 'Towards 2025' as the key strategic vision and purpose for OLD. To continue to develop our vision for learning to align our pedagogical practices and refine collaborating teaching and learning programs across the school. To analyse a wide range of data to inform and target student needs with the intention of providing deeper focus on differentiating for the diverse learning needs of our students.

Our aim continued to focus on innovative and evidence based approaches in programming and planning and to ensure academic, social and emotional growth for our students. With this in mind, we consistently addressed the specific needs of our students and tracked their ongoing progress via a whole school database.

### Priority Key Improvements for Next Year

The following Key Improvements are a priority for 2021:

- Embed 'Towards 2025' as the key strategic Vision and Purpose for OLD
- Further develop our Vision for Learning to clearly articulate our pedagogy at OLD
- Refine collaborative teaching & learning practices across the school



- Cultivate consistency in pedagogy, practice and teaching programs
- Utilise assessment & data to inform and target student needs
- Focus on differentiated programs through stage/grade learning teams
- Cater for diverse learning needs of all students

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## Community Satisfaction

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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

This year parents were provided a number of opportunities to provide feedback to the school and inform the strategic direction of the school. Parent Group meetings and School Advisory Council meetings were well attended, covered a broad range of topics and provided opportunities for the community to gather both in person and online due to COVID restrictions.

Parents completed three surveys in 2021, being the Culture Survey for Catholic Schools Broken Bay, Our Lady of Dolours Parish Survey and the Tell Them From Me (TTFM) survey.

Through survey results, parents communicated high levels of satisfaction in the following areas:

- Personal Values for parents were centered on being caring, family and honesty
- That parents valued faith, creativity, embracing diversity, accountability and compassion being key aspects of our current culture
- Our desired Culture to have a continued focus on academic excellence, creativity and well-being
- A net promotor score of 74 within the Parish survey
- Strong support for the schools Religious Education program and faith life of the school
- The welcoming and community aspect of the school
- How effectively the school ensured that their child felt included
- How effectively the school promoted and included students
- Innovation and learning for all students was at the centre of the schools vision for learning

### Student satisfaction

Students were provided a number of opportunities to have a voice in their learning in 2021 including leadership groups, students surveys during remote learning and the Tell Them From Me Survey.

Through survey results students communicated high levels of satisfaction in the following areas:

- The variety of co-curricular activities offered by the school
- A sense of belonging through acceptance by peers and others in the school
- Belief in the impact and effect of school outcomes in their everyday and future lives
- Positive relationships with teachers who are fair and respond to their needs
- Strong values for schooling and learning outcomes

### Teacher satisfaction

Staff completed two surveys in 2021, being the Culture Survey for Catholic Schools Broken Bay and the Tell Them From Me (TTFM) survey. Staff also contributed in collaboratively reviewing school processes to maximise learning time and professional learning opportunities.

Through survey results teachers communicated high levels of satisfaction in the following areas:

- An appreciation for collaborative decision making and open communication
- Opportunities for collaboration with colleagues, particularly to support and increase student engagement
- Their ability to set high expectations for their students and monitor their progress
- How assessment data is used to inform teaching and learning and monitor student growth
- The collaborative approach to catering for students with specific needs
- Guidance provided by the leadership team for monitoring student progress

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,172,224
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$589,791
Fees and Private Income <sup>4</sup>	\$1,418,617
Interest Subsidy Grants	\$1,390
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$4,182,022</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$13,497
Salaries and Related Expenses <sup>7</sup>	\$3,074,184
Non-Salary Expenses <sup>8</sup>	\$967,233
<b>Total Expenditure</b>	<b>\$4,054,914</b>

### 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 2021 REPORT