



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2020

## ANNUAL SCHOOL REPORT



**Maria Regina Catholic Primary School**

42 Central Road, AVALON BEACH 2107

Principal: Mrs Kathy Gee

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

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

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## About this report

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Maria Regina 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

Maria Regina Catholic Primary School Avalon is a welcoming, inclusive school where staff, parents and Parish work towards providing the children with happy, yet challenging learning experiences. The School's motto "Making a Difference" is lived out in the community by embracing and celebrating the uniqueness, creativity and achievements of each individual. The School nurtures and challenges students to become lifelong learners and believes in providing an innovative, purposeful learning environment where students are actively engaged in their learning - discovering, exploring, creating, and thinking critically about the world in which they live. The School is committed to excellence in teaching and learning, providing experiences that are relevant, stimulating and developmentally appropriate. The 2020 school year proved to be challenging given the COVID-19 restrictions and subsequently the introduction and implementation of Home-Based Learning. The school year was heavily disrupted with various events, professional learning and school experiences postponed or cancelled.

### Parent Body Message

There is a very strong and highly valued partnership between the parents and Maria Regina School. The generosity of the parents has enabled opportunities for social events as well as fund-raising. The class parents play a valuable role in communication, developing social networks and making families feel welcome in the school community.

During 2020, only a small number of events occurred prior to the implementation of the COVID-19 restrictions and during the restrictions. The Advisory Board continued to meet via zoom and assisted the school in the ever-changing landscape that COVID-19 presented. Class Parents worked successfully to connect school families to each other. This community spirit resulted in significant support of those in need which was especially vital during the period of Home Based Learning.

Though the COVID-19 restrictions prevented parents entering the school grounds, school leadership and teachers maintained a close relationship with parents through school newsletters, social media, online surveys and zoom parent meetings. Families were also individually contacted by the school Principal and Assistant Principal during Home Based Learning to check-in for academic and well-being conversations.

Parents and carers were very appreciative of the efforts of all staff during Home Based Learning and how students transitioned back to school in such a calm, pastoral and successful manner.

### **Student Body Message**

Even though 2020 was a completely different year than we have ever experienced in school and in the world, it was still a wonderful and successful year at Maria Regina for all the students. As students we developed deeper relationships with our peers and teachers because they helped us get through the tough times of 2020. We learnt so much about technology and online programs and we developed our independence, resilience and perseverance during Home Based Learning and with the COVID restrictions.

The Year 6 leaders continued to lead the school in a variety of ways that were unique to 2020. The leaders had to think 'outside the box' to create initiatives that could comply with the restrictions.

The teachers showed the students how much they cared by showing great compassion, dedication and patience as we learnt a new way to learn online. When we returned to school, many things had changed, yet the teachers continued to make school fun, safe and wonderful learning experiences for everyone.

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## School Features

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Maria Regina Catholic Primary school is located in the Diocese of Broken Bay on Sydney's Northern Beaches. Students are primarily drawn from the Northern Beaches area north of Mona Vale.

The school has a rich past and was opened by the Good Samaritan Sisters in 1959. In 2020 there were approximately 145 students attending Maria Regina school from a variety of cultural backgrounds. These students were well supported in their learning by 18 full and part-time teachers. Music, Physical Education, Library, STEAM and Japanese are taught by specialist teachers on a weekly basis.

Curriculum integration is embedded into the approach to teaching and learning. Classrooms are modern, well-equipped and designed for optimum learning opportunities. Technology is utilised in all aspects of the curriculum by the use of interactive white boards, laptops, iPads, Apple TVs, Chromebooks and Google applications. Located close to Avalon Beach, the local beaches and parks are used to support learning. The School grounds encompass modern play areas, under-cover spaces, a flourishing eco-garden, an imaginative terrace space, and a beach-inspired creative play area. Students have the opportunity to participate in many activities including band, choir, debating, public speaking, Japanese, dance fever, sporting activities, gala days, competitions and after-school clinics

When COVID restrictions allowed, extra-curricular activities included piano and the junior and senior school bands. Due to COVID restrictions inter-school activities were unable to go ahead in 2020.

Public Speaking is highly valued and nurtured in all classes and the annual competition K-6 was able to be held which demonstrated the resilience and determination of all students. The Northern Beaches cluster competition for Year 6 was held via Zoom which parents and students watched across six schools.

The transition between Home based Learning and returning to school was highly successful at Maria Regina and all staff, students and parents remained calm, supportive and safe during 2020.

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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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
70	65	16	135

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 92.85%. 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
92.30	92.70	92.19	93.33	92.99	94.68	91.76

### Managing Student Non-Attendance

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

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

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

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

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

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

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

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

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

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

### Professional Learning

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

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

### Summary of professional learning at this school

Summary of professional learning at this school;

SPELLING – Inquiry and practice using effective spelling strategies

SELF-DIRECTED LEARNING - Teachers researched a range of interest projects over a 6 week period and presented each project at a staff meeting

TOWARDS 2025 - CSBB System staff development Day

STEM/STEAM – staff meetings dedicated to using newly purchased robotics resources, exploring STEM and STEAM opportunities in the classroom and school

GIFTED EDUCATION – staff meetings focusing on identification of gifted students and planning differentiated tasks for the gifted learner.

COMPASS - familiarising and training using the behaviour chronicles feature and developing a whole school approach when to use this function

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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 educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

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

The School and Parish work together and support each other in a number of different ways. Many of these initiatives were cancelled due to Covid 19 restrictions.

This year, members of the School community supported the Parish's 'Year of Prayer' initiatives in a limited way. The School's social justice program follows a specific schedule each year covering issues on a local, state, national and global level. On the global level the support of the village of Soibada in Timor Leste continued to be a priority as well as involvement with Caritas, Catholic Mission and the Vinnies winter appeal. Unfortunately, due to Covid 19 restrictions opportunities to support these initiatives were limited. We were able to support the Parish Christmas appeal by purchasing gift vouchers which were donated to families in need at Christmas.

Teaching staff had opportunities to participate in Professional Learning to upgrade our knowledge about teaching Religious Education. Opportunities were provided to explore dynamic ways to explore the scripture such as using Cultures of Thinking routines, Godly Play, Worlds of the Text & Biblical Micrography. As a result, teachers have begun to refine programs to better enable their students to delve deeper into the scriptures. Staff were encouraged to review their Religious Education programs and to consider more dynamic ways to explore scripture.

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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.

The staff at Maria Regina successfully navigated the very steep learning curve of teaching online during Home Based Learning (HBL) and this professional development continued through the remainder of 2020. The period of HBL provided deep learning experiences when teachers led each other through navigating new online teaching strategies and pedagogies. The new 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 2020.

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 are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. 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.

At the core of learning and teaching at the School is the recognition that the early years of schooling shape attitudes towards lifelong learning. Building positive relationships with children, giving them agency in their own learning, and providing them with success criteria and a rich and engaging learning environment is key to successfully preparing the students for their future. We believe in learning that is based on problems to be solved and implemented a whole school focus on STEM/STEAM and Design Thinking into the curriculum. At the School we seek to create learning environments that foster and promote experiences where children collaborate with each other and develop their social skills and growth mindset. The School values the importance of catering for the individual needs of the learner and differentiating tasks to meet these needs and challenge learners. The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher. Our Stage 3 learners enjoy a large innovative and flexible classroom learning environment.

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## Student Performance in Tests and Examinations

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

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

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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 2020.

### Anti-Bullying Policy

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

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

### Complaints Handling Policy

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

### Initiatives promoting respect and responsibility

Maria Regina School is continuously developing and promoting the values of respect and responsibility through initiatives relating to both our school & the wider community.

We have reinforced our position as a 'PBL' (Positive Behaviour for Learning) school. We use our school rules – Respect Yourself, Respect Others and Respect the Place we are in – to create a positive and safe environment.

Our Wellbeing Support Team, run by school staff, with parent and community support, continues to make informed decisions on how to improve the wellbeing of our students. The team continues to meet once a term.

Teachers have worked collaboratively with students to map each student's general personal and social capabilities using the Social and Emotional Learning (SEL) continuum. Wellbeing and growth mindset strategies continue to enhance positive attitudes towards the wellbeing of staff and students. The School is a community that provides a strong sense of wellbeing, belonging and security where students are given every opportunity to be affirmed with dignity and assisted to grow to the fullness of their potential. Our school community sees great value in increasing the wellbeing of all individuals by building on their strengths. We foster a growth mindset. Wellbeing is at the heart of our teaching and learning. By increasing the wellbeing of our learners and by focussing on what they can do, the students become more engaged in their learning experiences.

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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

Throughout 2020, the school & community worked on the following SIP goals, however, within the interruption of the ever changing climate created by COVID-19, many of the Professional Learning was altered greatly to include online teaching, COVID restrictions and dealing with student's anxieties about the pandemic. These SIP goals will be extended and revisited in 2021, so they can be fulfilled and achieved.

#### Mission:

- Developing RENEW programming in Religious Education to support teaching, learning and assessment

#### Learning and Teaching:

- To develop students who take thoughtful risks, engage in experiential learning, persist in problem solving, embrace collaboration and work through the creative process.
- Implementing teaching strategies and methods of curriculum differentiation which will enhance the learning of high academic ability students in the regular classroom

#### Pastoral Care:

- Understanding the social and emotional characteristics of high academic ability students

#### Professional Learning:

- Provide WHS, child protection, First aid and student well-being training opportunities to meet expected and current standard

- Regularly analyse reading, spelling and writing work samples of students by teachers in stage groups .

#### Parent Engagement:

- Provide regular information sessions on curriculum and school initiatives.
- Promote the School Council and Parent Network which has incorporated previous P and F roles and CAP bodies.

#### Physical Improvements:

- Improve first impression of entry to school
- Instal electronic display at top
- Design creative play space in top playground

### Priority Key Improvements for Next Year

Throughout 2021, the school community strives to continue to achieve the following goals that will assist us in achieving our strategic goals. The following goals are closely aligned to the 2020 school goals as many opportunities were restricted due to the pandemic and the Government restrictions.

#### Mission:

- Further develop student ability to analyse and apply Scripture to their lives using a variety of deep thinking and higher thinking strategies
- Make more local connections to enhance social justice program within the school

#### Learning and Teaching:

- Introduce the EPMC (Encouraging Persistence Mathematical Challenge) pedagogy across all classrooms to enhance problem solving skills and learning dispositions
- Create teaching programs that include rich, open tasks that promote deep, creative and critical thinking
- Implementing differentiation strategies and programs for gifted and high ability students

#### Pastoral Care:

- Explore and implement the 'BeYou' government program
- Further strengthen the PBL structures in place to ensure positive behaviours positively impact social, emotional and academic development 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

During 2020, parent voice was sought throughout the year, especially during and after Home Based Learning. A large group of parents completed surveys that were sent out by individual teachers and from school leadership. The TTFM survey, held in Term 4, showed parents were highly satisfied with the school.

The overall level of parent engagement in school events has increased significantly which is evident in events such as Parent Education & online and in-person meetings. With the introduction of zoom meetings and zoom events, the level of parent participation increased as they could access school events from their homes or workplace. As engagement levels continue to rise, the feedback has consistently been extremely encouraging and shows a growing level of parent engagement with the school.

### Student satisfaction

Throughout 2020, students were surveyed numerous times to discover their thoughts about: levels of student engagement, challenge with learning, and their overall satisfaction at Maria Regina. Student voice was especially important during our periods of Home Based Learning and the process of returning to school. Teachers and school leadership needed to know where their students were at with their emotional wellbeing during the pandemic, as this was vital for continued learning.

The students continue to respond very honestly and candidly about their favourite aspects of school life and were able to articulate why these aspects of school life were special to them. Overwhelmingly, students enjoy coming to school and have a genuine love of learning, being challenged and feel their teachers know them well and cater to their personal and academic needs.

### Teacher satisfaction

Teacher surveys (conducted throughout the whole year to check in with teachers during Home Based Learning and the remainder of the year of the pandemic) have shown teachers are highly satisfied with many aspects of their work and life at Maria Regina. Staff especially appreciated the commitment and dedication of leadership during a year of change and

unprecedented challenges. Staff also appreciated the calmness in which school leadership dealt with the pandemic and the ease in which the school transitioned in and out of Home Based Learning.

Staff engagement is consistently high at all school events, Professional Learning opportunities and the daily running of the school. Staff enthusiastically contribute to assisting in school events, contribute to school decision making and openly discuss their successes and needs with each other. Staff work collaboratively to heighten learning experiences for students and develop teacher content knowledge.

Throughout 2020, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

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## Financial Statement

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

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,405,151
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$389,249
Fees and Private Income <sup>4</sup>	\$405,754
Interest Subsidy Grants	\$3,558
Other Capital Income <sup>5</sup>	\$67,453
<b>Total Income</b>	<b>\$2,271,165</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$2,887
Salaries and Related Expenses <sup>7</sup>	\$1,706,015
Non-Salary Expenses <sup>8</sup>	\$554,312
<b>Total Expenditure</b>	<b>\$2,263,214</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 2020 REPORT