



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

59 Seaview Street, BALGOWLAH 2093

Principal: Mrs Fran Taylor

Web: www.scbdbb.catholic.edu.au

About this report

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

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

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

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

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

The 2021 school year began hope-filled with great determination to return to a 'normal' uninterrupted school year after the 2020 COVID pandemic put a halt on many school community activities last year.

Unfortunately, after a fantastic start to the 2021 year, welcoming the broader community back into the school we again had to pivot to the new normal. Once again, our staff proved adaptive and agile in the face of the challenges which the COVID 19 Pandemic created. We were able to move to providing remote learning more swiftly building on the lessons learnt during 2020. Our biggest challenge during this longer period of lockdown was to ensure the well-being of families and students as they experienced COVID fatigue and navigated the Home-Based Learning program.

As the children returned to school extra teachers were brought in to support students with numeracy and literacy needs. Whilst high anxiety was experienced by some students, they quickly relaxed once routines were re-established and children were able to re-engage with peers.

We were able to re-focus our attention to providing an education based on challenging students to be problem solvers, to be collaborative, and to be resilient. At St Cecilia's students are explicitly taught to clarify and justify their thinking and teachers model best practice to their peers through co-teaching opportunities as a focus for professional learning.

Our values of Respect, Justice, Service, Hope and Celebration underpin who we are. They are explicitly taught to create a nurturing welcoming community at St Cecilia's

Parent Body Message

It is with sadness that I farewell the school and being Chair of the school Advisory Committee. Both of our children will be moving to new schools next year and our 7 year journey comes to an end.

During this 7 years, I would like to thank the school for the opportunity to be the Chair and for the committee and me to contribute to the learning and well being outcomes for all of our students. I am very proud of the support and guidance we could contribute as a sounding board for the school leadership team.

I would like to extend a special thank you to the current committee: Sonia Walsh, Franca DiBlasio-Easter, Jeffs Wells, Mark Flynn, Sam/Sandi Ayliffe, Fr Dave and the school leadership team - Fran, Steph and Tanya.

To the incoming advisory team members, I know you will provide Louise and the school with the support and objective thinking to promote the right educational outcomes and direction.

Finally, I would like to wish Fran all the very best wishes in her retirement and new role as a devoted Nan! To the wider school community and students I wish you all the blessings and success in the years to come.

Student Body Message

We have been very honoured to serve as the School Captains and Vice Captains this year. We began the year meeting with our school principal introducing new ideas to our community. Unfortunately, COVID posed a myriad of problems forcing us into lock down and a return to home-based learning for 4 months. Instead of actioning our new ideas we found ourselves filming inspirational video clips to inspire the students in our community to keep up their HBL.

This year we have also supported other leadership groups with their ideas. One highlight was appearing in the filmed version of the parish annual report where we were able to promote our school to the parish.

This year we have grown as individuals and HBL has made us a stronger school community. It has been a privilege being St Cecilia's Vice/School Captains for 2021. This journey through Primary School will forever be held in our hearts and memories.

School Features

St Cecilia's Primary School Balgowlah is a Catholic systemic co-educational school founded by the Sisters of the Good Samaritan Order. The School is situated on the lower Northern Beaches of Sydney with an enrolment of 264 students. St Cecilia's Parish is twinned with St Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are ministered by the Augustinian Order.

The learning environment at St Cecilia's is made up of a mixture of flexible learning spaces in the upper grades giving the students a greater responsibility and agency for their own learning. Students are explicitly taught to write learning goals with the support of their teachers. Learning goals are reviewed and reflected upon weekly. The flexible learning spaces also allow for students to learn in ability groups for Mathematics and English across the grade ensuring gifted learners are extended and children needing supported are catered for, as individual needs are met. The infant's classes have a more traditional classroom set up ensuring the transition to school is nurtured in a small environment, friendships are formed and students feel connected to their school.

Again, due to the pandemic, for the second year running, many extra-curricular activities were put on hold. Chess, drama, tennis, science club, well-being club, instruction in playing musical instruments and opportunities to represent the school in debating, public speaking and sporting events were all restricted.

Student Profile

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
147	116	12	263

* 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 96.75%. 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
97.67	97.13	96.89	96.70	97.29	95.78	95.79

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	6
Number of non-teaching staff	7

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

During the 2021 school year all staff completed a 2 day, UNSW School of Education, GERRIC course. They were awarded a Mini-COGE certificate. The certificate is an explicit qualification in Diverse Learning and Gifted Education.

As part of our Collaborative Continuous Improvement Plan, two staff members, supported by the leadership team, were trained by CSBB leads to facilitate professional learning for staff in 'Quality Assessment and Moderation.' Teachers were challenged to reflect on assessment tasks ensuring the activities were engaging and directly aligned to syllabus outcomes. Teachers also used the moderation process as a tool to inform future learning for students.

Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to 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.

St Cecilia's is first and foremost a Catholic School and, as such, Mission formation and quality Religious Education is of primary importance. The values of Catholic education are taught within formal Religious Education lessons as well as integrated within the other Key Learning Areas. Prayer and liturgy are central to school life. Professional learning for staff in the area of Religious Education was still a priority during the 2021 school year, despite COVID interruptions. Our kindergarten teachers along with our Religious Education Coordinator attended on-line professional training offered by the Diocese in order to trial the New Religious Education Curriculum for K to 2 in 2022. Whilst whole school masses were put on hold for most of the year, our Augustinian priests, from the North Harbour Parish, worked with the school to ensure important celebrations were celebrated in a COVID safe way. To celebrate 200 years of Catholic Education in Australia the whole school sat outside under the shade structure in the gentle rain to attend mass. An outdoor mass was also held to celebrate the feast of St Cecilia and our end of year celebrations. Outdoor liturgies became the norm for most liturgical events and end of year celebrations.

Social Justice initiatives too were modified. Supporting St Vincent de Paul remained our main focus along with Caritas and Missions Australia. Apart from hampers donated by parents most of the funds came from money raised from Millie Smith, our second-hand uniform shop.

Our parent Spirituality program took place in the church during first and second term but had to be put on hold for the rest of the year. We look forward to the day that the parish and the school community can regroup without restrictions.

Curriculum, Learning and Teaching

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

St Cecilia's offers an engaging purposeful primary education. Our team of passionate teachers delivers the curriculum through exciting, differentiated, inquiry-based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. The expectation is that every student will learn and achieve positive outcomes. Our primary classes enjoy a more flexible learning environment that combines two single classes into a shared learning space with two teachers. This ensures the curriculum can be more easily differentiated to meet students' learning needs and create a growth mindset amongst the students. Once again school data obtained through standardised tests provided proof that the routines and expectations introduced in the flexible learning space improved student outcomes both academically and socially.

Teachers were more prepared this year to pivot their teaching to provide engaging home-based learning for all students and ensure students could access the curriculum. They were able to improve on the use of technology used last year to ensure that HBL did not place the burden of student education on parents but allowed students to engage with their teacher online.

All staff at St Cecilia's completed a Certificate in Gifted Education during 2021. This 2 day professional learning opportunity challenged teachers to review their teaching program to ensure all children's needs were met and to construct and drive meaningful Deep Learning experiences in order to develop the kind of mindset that is crucial to becoming a change agent in our global society.

Coaching remains integral to the ongoing professional development of all staff members with a focus on collaborative continual improvement. This year the focus has been on 'quality assessment and moderation' through the lens of Mathematics. Two staff members have worked with CSBB leads to coach staff and ensure assessment is, aligned, equitable, evidence-based, ongoing, transparent, informative and valid.

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	81%	54%	0%	11%
	Reading	71%	55%	0%	10%
	Writing	90%	53%	0%	6%
	Spelling	73%	49%	0%	13%
	Numeracy	56%	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	80%	35%	0%	14%
	Reading	87%	40%	0%	11%
	Writing	60%	20%	7%	18%
	Spelling	67%	38%	0%	14%
	Numeracy	33%	29%	7%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

The School values of Respect, Service, Justice, Hope and Celebration are promoted throughout the life of the School. These values underpin our school rules. Student leaders remind students at assemblies to live these values as they interact with others and staff teach expectations in the classrooms. A weekly award recognises students who have lived out the scriptural message behind the values and at the end of each term one deserving student from each class is awarded the Core Value Award.

Data collected from our Positive Behaviour for Learning (PBL) program was used to identify areas for improvement and to ensure behaviour management focused on positive reinforcement and respect for others. Our school rules implemented during 2020 are concise and literal.

- Care for people, place and property
- Listen, learn and participate

These rules better reflect the needs of a culture that promotes learning in the school. During 2021 the school rules were consolidated ensuring students are clear about expectations.

Our senior students are an important part of our school life as they work with our younger students to alleviate anxiety, promote resilience and model friendship through the buddy system and peer support system. Whilst they were unable to complete the entire Peer Support program across the school this year, the training they undertook taught them compassion and empathy for others.

Due to lockdown extending longer than it had last year it became apparent that many families were not coping at home. Lockdown fatigue was very real across the community. In order to

support the parent community our School Counsellor addressed the parent body at the Parent Network Meeting via Zoom. Her focus was on promoting 'Family Wellbeing during Home-Based Learning'. The session was very well received and allowed parents to accept that at the present moment, mental well-being was far more important than academic focus. Academic focus would resume once children were back at school.

School Improvement

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

Key Improvements Achieved

In line with the toward 2025 strategic direction of Catholic Schools Broken Bay, St Cecilia's concentrated on the areas of Mission and Learning.

Mission; During 2021 we continued to focus on student's knowledge and application of Scripture in their lives. The focus being on the new Broken Bay Religious Education Curriculum beginning with kindergarten. The new curriculum embeds Godly Play as integral to learning. Godly play enables young learners to create scriptural meaning that they can relate to through play based learning. Two kindergarten teachers and our Religious Education Coordinator have been trained to implement the program in 2022.

Teaching and Learning:

All staff have been given the opportunity to complete the Certificate of Gifted Education (Mini-CoGE) with UNSW and Geric. Staff recognise that gifted children along with children that need support with their learning, have diverse learning requirements that must be met to progress learning.

New Pedagogies for Deep Learning was also a focus across the school with an emphasis on character and learning environments.

During 2021 we began our focus on 'Quality Assessment and Moderation' in Mathematics in line with our continual improvement plan.

Priority Key Improvements for Next Year

Our key improvement plan for 2022 is to engage, challenge and extend all students as we work toward the Diocesan 2025 strategic plan. Our Collaborative Continuous Improvement Plan is to ensure Quality Assessment and Moderation across all KLA's beginning with Mathematics.

During the 2021 school year our focus was to Analyse the current assessment practice at St Cecilia's and Plan what we need to learn, who needs to be involved and what measures need to be in place to ensure success.

During 2022 we will continue to implement, monitor and refine best practice, ensuring the review stage is ongoing- measuring and celebrating success

Community Satisfaction

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

Parent satisfaction

COVID fatigue for families became a real concern during the 14 weeks of Home Based Learning this year. Many parents struggled to work full time from home and supervise HBL.

Despite this they remained positive in their feedback to the school. The following statement is an example of the feedback we received.

'Teachers have been very supportive and provided constant feedback to all learning activities. They have also been planning learning that is engaging which makes learning both fun and educational. We just want to send our greatest gratitude for all the hard work and long hours that teachers have put in. Greatly appreciated.'

Student satisfaction

From surveys conducted throughout the year students feel:

- they have friends at school they can trust
- they value schooling outcomes
- they are interested and motivated in learning
- they try hard to succeed in learning
- they feel safe at school
- teachers hold high expectations for all students

Teacher satisfaction

From a school culture survey conducted during the year, teachers reported:

- a sense of cohesion, involving parents in decisions which put pupils first
- strong beliefs and understanding for others guiding actions, feeling part of a greater whole
- support for local society initiatives and making a positive impact on the planet
- dedicated people encouraging an enthusiasm for education

Financial Statement

Consistent with the NESA 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.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,010,908
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$545,560
Fees and Private Income ⁴	\$1,165,303
Interest Subsidy Grants	\$18,488
Other Capital Income ⁵	\$1,122
Total Income	\$3,741,381

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$23,526
Salaries and Related Expenses ⁷	\$2,653,139
Non-Salary Expenses ⁸	\$1,052,654
Total Expenditure	\$3,729,319

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