

annual school report

2014



Patrician Brothers' College Blacktown, Blacktown

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Patrician Brothers' College Blacktown is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2014 and gives information about the 2015 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

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

Key Messages

Principal

I am proud to present to you the 2014 Annual School Report for Patrician Brothers' College, Blacktown.

Patrician Brothers' College is a Catholic school in the Patrician tradition. We serve the Catholic community of Blacktown under the auspices of the Diocese of Parramatta. We promote learning and academic endeavour. We aim to help the young men in our care to acquire knowledge and grow in faith and integrity. We place students' wellbeing and student expectations at the centre of learning and teaching. All members of our College community have the right to be safe and happy.

In National Assessment Program - Literacy and Numeracy (NAPLAN) 2014, there was a significant learning gain demonstrated by students in Year 9 Numeracy and, in the Higher School Certificate (HSC), our results show strong evidence of value-added across a range of courses.

The College offers a broad curriculum to cater for the needs of a diverse range of students and students' learning needs are met by the Learning Support Team. We continue to provide an enriched learning environment for all students.

In 2014 the College participated in the English/Maths in Stage 4 project to build capacity among our teaching staff to use high yield strategies in literacy and numeracy. In conjunction with this, there was a whole-school focus on improving literacy across the learning stages with a targeted focus on students in Years 7 and 8. We were also a pilot school for the iRead program during which Stage 4 and 5 teachers were skilled in reading recovery.

We offer a number of co-curricular activities which include a range of in-school and representative sports; developmental opportunities for all sportsmen; public speaking; debating; Special Religious Education (SRE); chess competitions; dance and band. The College motto, *Christus Regnat*, translates to *Christ Reigns*. We strive to build a community where Christ reigns in the hearts of all. More information can be obtained from the school's website.

Parent

Parents are invited to all major school liturgies and graduation masses are well-attended. Parents support the regular parent/teacher meetings, Information and Orientation Evenings and the Year 12 Leadership Interviews held prior to the HSC Trial Examinations. Continuing increase in enrolments indicates that Patrician Brothers' College, Blacktown, is the obvious choice for any talented young man seeking opportunity for a boys' education that is focused on spiritual, academic, physical and personal growth which takes place in a supportive and caring Catholic community.

Student

Student participation is a cornerstone of life at Patrician Brothers' College. Student leaders are elected by their peers and staff and they lead assemblies and Student Representative Council (SRC) meetings. They take part in leadership camps and Patrician leadership initiatives. They are allocated a number of portfolios such as house captains for carnivals and Year group mentors.

Our peer support leaders from Year 11 assist in the initiation and enculturation of Year 7 students. Their leadership of the Year 7 Orientation Day reflects the pastoral care evident in our community.

Class captains meet regularly as the SRC and they liaise with their homeroom teachers and Year coordinators.

Who we are

History of the school

The College was founded in 1952 by the Patrician Brothers to serve the mainly rural families of Blacktown and surrounding districts. It is set on seven hectares in the heart of the rapidly expanding Blacktown City. Located just ten minutes walk from the Blacktown transport interchange, the College is easily accessible by public transport. Like our city, we have continued to grow and respond to the needs of our stakeholders but our culture has remained unashamedly Catholic and focused on boys' education.

Location/drawing area

Located close to Blacktown's central business district, the College serves the Catholic parishes of Blacktown, Lalor Park, Doonside, Seven Hills and Marayong, and draws on students seeking a boys' education from a wide area of Sydney's greater west.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	78
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	16
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	20
Percentage of teachers who are indigenous	0
The average teacher attendance for 2014	96
Percentage of 2014 teaching staff who were retained from 2013	94

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Patrician Brothers' College continues to provide students with many opportunities to experience their faith. Students lead our Scripture-based prayer each Monday morning and at each fortnight's College assembly. We developed and utilised our own prayer booklet for daily use in every class and the whole school prays the Angelus at midday.

Whole-school Eucharist is celebrated on St Patrick's Day, Our Lady Help of Christians, and for the Year 12 Graduation. Mass is available each Thursday at 8.15 am in the All Saints Chapel. Other liturgies of the Word were held on Ash Wednesday, the feast of St Mary of the Cross MacKillop, ANZAC Day and our Holy Thursday Easter liturgy.

During 2014 the school-based Sacramental program continued for students who asked to be prepared for the Sacraments of Reconciliation, Eucharist and Confirmation.

Social Justice

The year 2014 saw the launch of our social justice group, Delany Youth, which coordinated our outreach initiatives. Support of the Patrician missions through the Delany Foundation, Project Compassion and the 'Vinnies Van' are complemented by supporting the St Vincent de Paul Winter and Christmas appeals.

School home and parish partnerships

Historically there has been a strong link with Mary Queen of the Family parish, Blacktown, and our parish priest maintains this liturgical and pastoral interest in the College. This support has enabled the celebration of mass each Thursday morning and this mass is well-attended by staff and students.

The involvement of a dozen Year 11 students as Special Religious Education teachers in local state primary schools continues to enrich the lives of all concerned. Large number of parents attend each semester prize giving, the Year 12 Graduation and Graduation Mass.

Some parents joined our pilgrimage to France and Italy while others supported this cultural enrichment for their sons.

Religious Education

The College offers the core units of the Diocesan Religious Education (RE) syllabus, *Sharing Our Story*, for Stages 4 to 6, following the scope and sequence provided by the Diocese. In Stage 6, the boys are offered the New South Wales Board of Studies courses: Studies of Religion I and Studies of Religion II.

The Religious Education (RE) staff have developed teaching and learning strategies to continue to enhance the religious literacy of students.

The College continues to be under the guidance of the Patrician Brothers' charism and the Patrician ideals continue to be central to the College. The school hosted four teachers from Newbridge, Ireland, for a week. These young teachers visited the classrooms and spoke to the boys about the work of Patrician Brothers in Ireland. In addition, the congregational leader of the Patrician Brothers gave an inspirational talk to the boys at a college assembly. The College continues to strengthen ties with its heritage.

Professional Learning of staff in Religious Education

In 2014 the Religious Education department focused on the College theme, "Don't bury your talents", developing opportunities for students to engage with the theme in the relevant *Sharing our Story* units. The Staff Spirituality Day further developed knowledge and understanding of Pope Francis who inspired the 2014 College theme.

Developing resources and activities to improve literacy, especially the writing skills of our students, was a significant aspect of work-shopping at RE meetings. This involved the collection of base-line data to assist in integrating specific literacy processes in RE classes.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2014. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2014		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	88	93	41	56
	Literacy	95	92	34	51
	Reading	94	95	38	57
	Writing	91	88	22	39
	Spelling	93	92	54	59
	Numeracy	98	95	41	55

NAPLAN RESULTS 2014		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	90	90	27	44
	Literacy	94	88	21	43
	Reading	96	92	38	48
	Writing	75	82	16	35
	Spelling	96	90	47	50
	Numeracy	98	94	48	49

NAPLAN data indicates that largely we are above the Australian average in Literacy and Numeracy for students who are at or above national minimum standard in both Literacy and Numeracy. The anomalies are in grammar and punctuation in Year 7 and writing in Year 9 where we are below that national average. The data shows that performance in the top three bands is

below the national average. The gap is narrowed in Year 9 Numeracy and spelling but writing needs attention both in Years 7 and 9.

The targeted area of improvement is in writing for both Stage 4 and 5. The EM4 program has been undertaken by our Stage 4 teachers and Key Learning Area (KLA) coordinators have worked with staff on the construction and utilisation of data walls to track student growth and the implementation of the TEEL (Topic, Elaboration, Evidence, Link) paragraph structure in writing across the curriculum. The Principal's Writing Challenge targets the whole school to stress the importance of written communication. Students are expected to write every lesson. Assessment tasks include scaffolds for different styles of writing and there is an emphasis on teaching students the process of writing. Constructive feedback is a high-yield strategy which is utilised by teachers to track students as they master skills.

Reading circles have also been implemented as reading is a crucial aspect of improved writing. The iRead program has also been put into place across Stage 4 to assist students in the bottom two bands in NAPLAN.

KLA coordinators have worked with the Department of Education and Communities (DEC) "Writing Continuum" to chart the literacy skills that need to be explicitly taught across these two Stages.

Monday morning learning presentations by teachers focus on how literacy and numeracy can be taught explicitly in the classroom. These resources are shared and placed on Classm8 for all teachers to access.

Strong collaborative practices among teachers are evidenced through the instructional walks.

Record of School Achievement (RoSA)

In 2014 two Year 10 students and one Year 11 student requested a Record of School Achievement (RoSA) from the Board of Studies Teaching and Educational Standards (BOSTES).

Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2014	
	School	State
Studies of Religion I	58	76
English Standard	46	43
English Advanced	94	92
Chemistry	91	75
English Extension 1	100	99

The 2014 HSC results showed strong comparative learning gain in a range of subjects. Some highlights included two students on the Premier's All-Rounder List, a second placing in the state in English Extension 2 and a Distinction in Research awarded to a student in Society and Culture. Subjects that achieved above the typical were English Extension 1 and English Extension 2. English Standard candidates performed above expectation achieving above the state average in all but one section of the two examination papers. Subjects that achieved in the typical comparative learning gain range but had strong learning growth evidenced by the students in the lower bands were Software Design and Development, Modern History, Mathematics Extension 1, Chemistry, Physics, Visual Arts and English Advanced. Ten subjects performed above the state average. The DeCourcy data showed steady learning gain overall. Construction is under performing and strategies will be put in place in 2015 to provide more support for these candidates. There will be a stronger focus on past examination papers and examination techniques. Students who wish to include the subject in their Australian Tertiary Admission Rank

(ATAR) will be able to attend workshops throughout the year that specifically focus on skills they need to complete the examination for the subject successfully. Mathematics Extension 2 continues to do well and Mathematics General 2 has been showing steady improvement.

School curriculum

The College offers a broad curriculum to cater for the needs of a diverse range of students.

The educational support team coordinates a range of learning support programs such as On Track and Transition to Work programs. The English and Mathematics departments are involved in promoting literacy and numeracy across the curriculum through the EM4 project and iRead. Writing across the curriculum is also a specific focus this year targeting Year 9 students. Readers and writers are trained and provided for students who qualify for special provisions. There are programs in English as a Second Language (ESL) and the facilitation of peer support reading programs. Indigenous students are supported by work from Jarara, and a Sudanese Liaison Officer works closely with the Sudanese students.

English, Mathematics and Science classes are streamed, allowing for differentiated learning. Gifted students are accelerated and there is opportunity for students to take part in the Step up into Teaching program at the Australian Catholic University (ACU). Students can complete their HSC on a Pathways program while enrolled in traineeships and apprenticeships. Staff mentor senior students in the library where there is access to a range of technologies. Tutorials are run for Year 12 students every Thursday afternoon and during the holidays. High achievers in Year 12 are part of the Aim High program. Year 12 students and their parents/caregivers are interviewed at the end of term 2 by the school executive and coordinators. Year 11 peer support leaders facilitate Year 7 students in their transition to high school.

The school is also involved in a wide range of co-curricular activities such as: teaching catechesis in local state primary schools; elite sporting programs; chess club; Year 9 swimming and life saving; debating and public speaking; Champion Knowledge Quest and Tournament of the Mind to name a few.

Initiatives to promote respect and responsibility

Along with the opportunities listed above, the school has the following structures for promoting respect and responsibility.

- The College captain and prefects, from Year 12, meet weekly and lead our assembly each fortnight.
- Class captains constitute the Student Representative Council (SRC) and meet fortnightly.
- The three day Year 11 retreat is a very positive experience for students and staff.
- Year 11 students are involved as Special Religious Education (SRE) teachers peer supporters of Year 7. Students are actively involved in leading prayer each Monday morning and are regular contributors to our *Focus* (newsletter).
- Students are generous in assisting (by speaking/ushering/catering) at information and assessment evenings. Students are involved in: daily collections for the Patrician mission in Africa, support of our annual walkathon, leadership of our swimming and athletics carnivals, achieving nomination for the principal's academic honour board, Year 10 leadership at the Year 7 Camps.

These are examples of the opportunities available to our students in promoting respect and responsibility.

Professional Learning

Most professional learning during 2014 was deliberately "in-house" with two exceptions - The First Aid and Resuscitation for all staff was conducted by the Royal Life Saving Society and the Catholic Education Office (CEO) tutors inserviced Stage 4 teachers in EM4 and iRead strategies.

Each teacher developed an Individual Professional Learning Plan (IPLP) which reflected their

individual needs, their KLA Improvement Plan and the *College Annual Implementation Plan*. An external consultant facilitated the synthesis of this planning and assisted New Scheme Teachers in their accreditation process. All teachers were visited at least twice by the executive mentor and the feedback on these lessons was well received and stimulated reflection by the individual teacher.

Monday morning briefings always included a literacy presentation and these were based on real classroom implementation. These strategies were collated by the librarian for ongoing reference. KLA workshops also focused on literacy and learning strategies.

All KLA and pastoral coordinators joined the executive in completing a 12 hour inservice on Covey's "7 Habits of Effective Leaders". Whole-school staff meetings included the analysis of HSC and NAPLAN data and, in term 4, the review of, and input into, the *College Implementation Plan*.

The three day Executive Planning Conference in January was very effective in planning for the year and in creating community.

School Improvement

Annual school priorities

Priority 1	Continue to build a Catholic educational community
Reason for priority 1	The formation of individual spirituality and Catholic identity. The priority was identified on the basis that we are a Catholic school.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ 2014 theme "Don't bury your talents". Focused regularly on the teachings of Pope Francis which culminated in our Staff Spirituality Day ▪ developed and used prayer booklet to supplement the Angelus ▪ supported Delany Youth Group initiatives such as Vinnies Van, Patrician Missions and Project Compassion ▪ promoted student initiatives - Special Religious Education (SRE) teachers, Thursday Mass, Sacramental program.
Status of priority 1	Achieved
Priority 2	Continue to improve the teaching in our community
Reason for priority 2	This is our core business. Specific needs have been identified by NAPLAN and HSC analysis.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ Each teacher presented a professional learning plan. ▪ Each KLA built on their 2013 <i>Improvement Plan</i>. ▪ An executive mentor observed each teacher and provided feedback. ▪ implemented instructional walks and peer collaboration ▪ Data walls were created from NAPLAN and Progressive Achievement Tests in Reading (PAT-R) data ▪ External consultant assisted with KLA planning and guided preparation for teacher accreditation. ▪ Middle managers took part in the <i>Covey's 7 Habits of Highly Effective People</i>.
Status of priority 2	Ongoing

Priority 3	Continue to improve student learning with focus on literacy and numeracy
Reason for priority 3	Literacy and numeracy underpin all learning: NAPLAN and HSC results.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ EM4 project inserviced teachers in implementing high yield strategies in the classroom. ▪ Literacy Support Team focused on Years 7 and 8 with structured literacy lessons. ▪ Monday morning learning presentations focused on literacy and numeracy. ▪ Data walls, Maths Challenge, progress interviews, Case Management meetings, Aim High mentoring program to support high achievers and leadership interviews of Year 12 were integrated into practice.
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To continue the formation of a vibrant Catholic community
Reason for Priority 1	This is the ongoing challenge for Catholic schools: to make our faith and our church relevant to adolescents.
Steps taken to achieve Priority 1	Our 2015 theme is "Service and Sacrifice". Being the centenary of ANZAC we believe students can engage with this theme and resources for both prayer and learning are being integrated into our culture. Our prayer book, Thursday morning mass, Sacramental program and the revamping of our Social Justice group (Delany Youth) are specific and targeted initiatives.
Priority 2	To improve reading and writing through explicit instruction
Reason for Priority 2	While our HSC results continue to excel, our NAPLAN results indicate the need for intense and structured intervention from Year 7 to improve the literacy of our students.
Steps taken to achieve Priority 2	We will continue to reinforce existing high yield strategies to improve the literacy of our students. We will implement the iRead program (after being a pilot school in 2014) which targets students from the lower NAPLAN bands. The EM4 project continues to skill teachers in teaching literacy. Our data wall will track targeted students and case management structures will be put in place. In-house literacy initiatives will be demonstrated at Monday staff briefing and KLA workshops.
Priority 3	To improve numeracy results across Years 7-12
Reason for Priority 3	This Diocesan initiative reflects the need to be proactive in maintaining numeracy skills.
Steps taken to achieve Priority 3	Across all KLAs we will apply basic number skills especially mental arithmetic with less dependence on using a calculator. All teachers will use opportunities to work with, and interpret information, presented in graphs and tables and so increase student appreciation of the role of numeracy in society.

Community Satisfaction

Parent satisfaction

The Quality Catholic Schooling (QCS) survey data acknowledged the obvious Catholic culture of the College and the opportunities provided for Faith development. Parents appreciated the way the College catered for the diversity of learning styles, cultural background and emotional needs of their sons. Parents commented specifically on the stimulating teaching and behaviour management structures utilised.

Student satisfaction

The QCS data expressed a strong pride by the students in the College and its achievements. Students acknowledged that teachers were energetic and passionate and that their lessons were well planned. Students also commented on how teachers catered for the diversity of learning styles and their emotional needs.

Teacher satisfaction

The QCS data showed teachers appreciated the achievements of the College community and these were a source of pride and community recognition. Not surprisingly, staff reported a high level of Catholic culture and practice through prayer and social justice. The data also indicated a strengthening of professional learning, teamwork, role clarity, feedback and recognition since 2013.

Student Profile

Enrolment Policy

Patrician Brothers' College Blacktown follows the Catholic Education Diocese of Parramatta (CEDP) document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, September 2014. This document can be obtained from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2012	1124	0	1124
2013	1125	0	1125
2014	1195	0	1195

Student attendance rates

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

Year 7	92.7
Year 8	92.1
Year 9	90.9
Year 10	90.0
Year 11	91.2
Year 12	92.1
School average	91.4

Characteristics of the student body

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

Language background other than English (LBOTE)	701
Students with disabilities (SWD)	45
Indigenous	58

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schools age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they rise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or

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

Student retention rates

The retention rate of students for Year 10 to Year 12 was 82%.

This has been a consistent figure in recent years with some students moving on to employment, Technical and Further Education (TAFE) and apprenticeships and a significant number of students joining our community for Years 11 and 12.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	38
Percentage of Year 12 students who undertook training in a trade while at school	1
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	91

Post school destinations

Each year Patrician Brothers' College Blacktown collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination of students leaving Year 12	%
University	57
Technical, and Further Education (TAFE)	26
Workforce	6
Other/Unknown	11

Student wellbeing

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

Patrician Brothers' College places student wellbeing and student expectations at the centre of learning and teaching. Welfare and discipline policies are published in the staff handbook.

All members of our College community have the right to be safe and happy (*College Mission Statement*). This is lived out at Patrician Brothers' College. Our *Student Management* policy and *Anti-Bullying* policy, along with other policies and procedures, are designed to encourage all students to respect these values and rights.

Details of rules and expectations related to student management are included in the Student Diary and enrolment documentation, while regular updates and reminders are included in the fortnightly College newsletter, *Focus*, our school website, student assemblies and parent evenings.

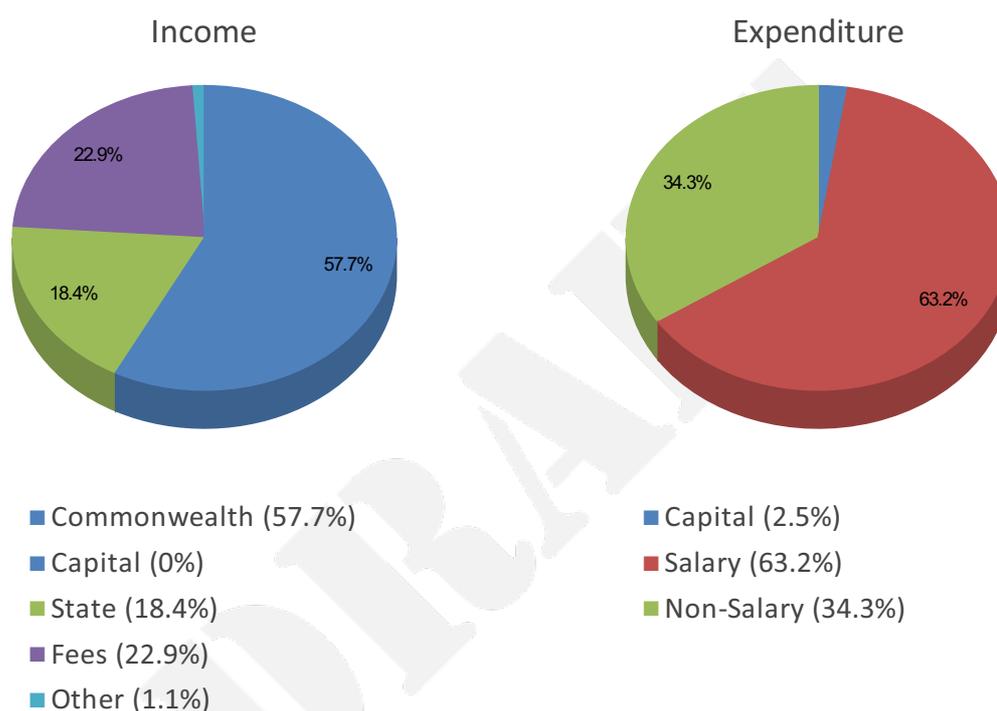
There has been no change in policies from the previous year's policies. Key elements of student management at our school include:

- comprehensive *Merit Award System* to encourage participation and excellence leading up to the principal's award
- computerised *Student Attendance System* to track attendance; swipe cards to allow students to access technology, sign in/out, borrow library books and texts
- graduated detention system used when positive measures fail
- regular team meetings to develop identity and connectivity
- leadership opportunities for those displaying leadership potential
- applying the principles of restorative justice by all members of the school community when dealing with student management
- clearly defined procedures for dealing with critical incidents
- electronic student management records to record and monitor behaviour information accurately
- consistent use of the student diary for communication and monitoring of behaviour and participation.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>. There were no changes to the policy during this year.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,775,757
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,802,940
Fees and Private Income ⁴	\$3,478,842
Other Capital Income ⁵	\$161,353
Total Income	\$15,218,892

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$386,379
Salaries and Related Expenses ⁷	\$9,850,051
Non-Salary Expenses ⁸	\$5,349,193
Total Expenditure	\$15,585,623

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

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.