



2020

ANNUAL SCHOOL REPORT



St John the Apostle Catholic Primary School

166 Alfred Street, NARRAWEENA 2099

Principal: Mr Mark Bateman

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About this report

St John the Apostle 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

St John the Apostle Catholic Primary School, Narraweena (the School) seeks to educate and form our children in Catholic missionary discipleship. We believe that we can best achieve this by engaging our children in experiences within their local community and in ways that are relevant to their own lives. Our school aims to create an environment in which our children are inspired to know Christ, love learning and use their talents to be the best they can be.

We seeks to provide an authentic, professional Catholic education delivered with care and compassion.

During 2020, our School Improvement Plan focused on:

1. Building faith through relevant experiences within the local Catholic community;
2. Authentic engagement of students in their learning;
3. Building well-being and resilience.

Progress towards our goals was significantly hampered by the experience of the pandemic. Our focus shifted from the above priorities to a strong focus on communication, pastoral care for our staff, children and families and the implementation and monitoring of safe practices for our community. Our staff and teachers did an amazing job with communication, home learning and checking in with parents. We loaned our devices to families to increase their ability to have access to online resources. Our teachers and staff truly did their best to provide an engaging online learning environment for our children. during the terms when most of our children were not able to physically attend school.

The St John's community showed a high level of cooperation and support during a very difficult year. We very much appreciate the attitude our community held during 2020 and look forward to more stable times ahead.

Parent Body Message

The year proved to be a challenging one for our community. We were able to hold our annual Bush Dance at the beginning of Term One, however, the pandemic did not allow us to gather for any of our normal events including our meetings for the remainder of the year. Our Class Parents did their best to keep in contact with families and to check in on each other.

Our canteen was able to operate online ordering but curtailed over the counter service. Our normal volunteer roster was not able to be implemented but our canteen coordinator is to be commended on the work done to provide a much valued service to our children during this time.

We held two meetings via Zoom with our principal and used these as an opportunity to touch base. We successfully ran an online Trivia Evening which was well attended and which created a sense of fun and community during times we were not able to gather. Parents appreciated the efforts of our teachers who invited parents in their class to several Zoom meetings to discuss class learning and to touch base.

We were committed to supporting the procedures put in place by the school and Catholic Schools Broken Bay.

Student Body Message

The year proved to be quite different for us. Home learning was a challenge but we found that we were able to learn in different ways during the year. Learning using Zoom, Google Classrooms and See Saw allowed us to work together. It was not as good as being at school with our teachers and friends but we did our best.

Our Year 6 students were not able to have their trip to Canberra or experience many of the activities and events that Year 6 would experience in a non pandemic year. This was disappointing for them but they did have to become a group who learned how to video, live stream events and assist the school with Facebook and online communication to the families. Weekly Prayer Assemblies and Merit Assemblies were all recorded online with Year 6 playing an important role in ensuring these were done.

Our Kindergarten students really did not get to have the experience of settling into school like the rest of us have had. Learning online was hard for them and they were not able to have their parents at school for many of the things they would normally be there for.

We would like to thank our teachers who worked hard to keep helping us during the year. They had to learn lots of new things as well and we are really grateful to them for the way they looked after us.

School Features

St John's has a school of 273 students in 13 class groups. There is a group of children with disabilities in a satellite class located at the school. These children are enrolled at St Lucy's, Wahroonga and are assisted with mainstream integration while at St John's.

During 2020, the school used its online facilities and loaned its portable devices to families in order to provide opportunities for children to connect with online learning platforms like Google Classroom and See Saw. This proved invaluable in giving students access to learning while at home. Reliable online facilities allowed remote participation in activities like inter-school debates, the diocesan leadership for students, the Australian Maths Trust Maths Challenge, a zoo incursion and more.

The school continued its program of cyclical maintenance replacing carpet in the library, administration block and five classrooms. Five classrooms were painted inside and we completed our replacement of in class projectors and boards. The school has one more phase to complete total carpet renewal and painting. St Jphn's Hall refurbishment was completed and proved to be a wonderful resource for smaller assemblies and the production of online communications to our community.

Student Profile

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
142	131	69	273

* 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 95.62%. 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
95.73	96.36	94.06	96.49	96.48	95.79	94.42

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	28
Number of full time teaching staff	12
Number of part time teaching staff	11
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

Staff professional learning centred on the provision of online learning for students. Catholic Schools Broken Bay provided a series of days for staff to plan and implement online learning which proved invaluable during a time of rapid change. In addition to this, St John's used the annual Assessment Day to conduct the Maths Assessment Interview (MAI) with all students. This process provides cumulative longitudinal data about student achievement, learning strengths and needs in the areas of counting, place value, addition and subtraction and division and multiplication.

The staff participated in twilight inservice with a specialist in Religious Education. The two twilight sessions focused on First Century Palestins and assisted the teachers to have a clearer understanding of the culture in which Jesus lived and during which the scriptures were written.

The diocese provided a system wide day of professional learning concerning the introduction of 'Towards 2025'. This day introduced the new diocesan vision and mission statements and outlined the direction of the dioceses in relation to Evangelisation and Catechesis, Student Achievement and Capability and Enablement. Staff were invited to participate in data gathering processes in order to inform the new direction of the diocese following a change in leadership of our Director and Bishop.

St John's staff participated in a data sharing and analysis day during which 2020 class teachers handed over to 2021 teachers. Relevant information concerning each student was shared and passed on so that the new teachers were informed about the students in their 2021 class.

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 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 students at St John's were not able to attend the Church for much of the year due to the pandemic. As a result, ensuring students had the opportunity to experience the traditions of our Church was challenging. We were able to engage in outreach activities such as Project Compassion and we completed a special Christmas Card Project with our local Nursing Home, Palm Grove. The children and residents combined to produce Christmas cards which went on sale to the broader public. Our annual Mission Day to support Caritas Australia was organised by our students with restrictions in mind and it was well supported by the St John's community.

The children continued to take part in prayer assemblies. These were videoed and presented online to their peers and families each week. This practice provided relevance and gave the students presenting the assemblies the opportunity for feedback they may not have otherwise received which was an unexpected bonus. It also allowed extended family and friends to experience the sincerity and prayerful respect of our students for these special times.

The school religious education program continued in earnest at a classroom level and teachers worked hard to include parents in home tasks concerning religious education so that a sense of connection with faith education could be maintained as best as possible. We

used our weekly newsletter and Compass push notification application to ensure communication about religious activities remained prominent.

The Parish Sacramental Program was delayed, then abandoned due to restrictions placed on places of worship during the pandemic. The Bishop made the decision to move the receipt of the sacrament of Confirmation to Year 3 and Reconciliation and Eucharist to Year 4. This delay relieved concerns of parents and provided schools and Parishes the opportunity to re-think their procedures and involvement with the sacramental programs.

St John's continued its involvement with the Warringah Parish Pastoral Council through the principal's ex-officio role and provided support for the parish in terms of communication about key events and happenings.

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 John's provides a comprehensive education taking into account the diversity of learners enrolled at our school. The National Consistent Collection of Data on students with disabilities (NCCD) continued with St John's teachers regularly consulting on learning programs and strategies with the parents of identified children. Our Learning Diversity teacher and Education Officer planned to work with teachers on a co-planning project during the year. Once again the pandemic meant that the physical attendance of students at school limited the ability of teachers to implement co-planning strategies. Online resources were provided to support students in need.

Teachers continued to implement a curriculum with an emphasis on thinking through the 'Cultures of Thinking' approach. Students across the grades used thinking routines to broaden their understanding of key ideas and to listen to the ideas and perspective of others. Their work in this area assisted in developing a stronger collaborative learning structure within our classrooms. This work provides opportunities for children of all levels of ability to be engaged in their learning.

Our students participation in extension work in the area of Mathematics through the Australian Maths Trust Maths Challenge and they took part in the ICAS Assessments run by the University of NSW. Our students participated in the Maths, Science, English and Digital Technologies assessments.

Student Performance in Tests and Examinations

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.

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 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

Students at St John's are guided by our Positive Behaviour of Learning (PBL) approach to student management and behaviour. Clear rules and expectations are in place across the school. An annual assessment of student understanding about the school rules and expectations shows that our pupils know and understand what is expected of them. Our behaviour matrix clearly identifies expectations and provides a reference point for children to check on and adjust behaviour where necessary.

The school's anti-bullying guidelines are reinforced through an annual review which takes place during the National Day Against Violence and Bullying. We work with Mater Maria College at Warriewood to engage our students in an annual play about anti-bullying and reinforce our school wide practice of 'Stop, Walk, Talk' when students experience unwelcome or unwanted behaviour from others.

The PBL whole school approach allows the students to develop common understanding about expectations how to show and behave in a respectful, responsible and safe way.

Survey data from 'Tell Them From Me' indicates that the annual average score of students in Years 4-6 experiencing moderate to severe social, verbal, physical and cyber bullying is 12% lower than the cohort norm.

The school has access to school counselling and has a Family Liaison Officer available to provide support for families in need of parental educational support or experiencing short or long term life challenges.

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

Our identified School Improvement Plan goals did not receive the attention intended.

The year has been focused on coping with the challenges presented because of the pandemic. Results from our community survey following the return of students to our school showed a high level of satisfaction by the community with the way in which our school worked with our community during the pandemic.

This was very welcome feedback given the effort our staff and teachers put in to staying in contact with children and parents and with providing the necessary resources to support children learning from home and then returning to school following a considerable time away from their teacher.

We recognise that all children have been effected by the experience of the pandemic. A modified curriculum meant students have not had full access to learning normally experienced by children in their stage or grade. This is especially true for children who were enrolled in Kindergarten during 2020 and consideration will need to be given to this cohort in relation their 2021 learning plan.

Priority Key Improvements for Next Year

As we move toward 2021, we are approaching a year of major review. Our six year review cycle will be completed and a new direction will be discerned. The diocesan school system of which St John's is a part is also going through a time of major renewal. A new Vision and Mission Statement have been developed. Significant audits are being carried out on a systems basis including all diocesan schools. The audits include finance and teaching and

learning. A restructure of key educational services is underway along with the support systems in place.

In this environment, St John's seeks to contribute to the review in a productive and constructive way seeking to have in place an authentic, professional Catholic education for each of its students enrolled. We strive for them to know Christ, love learning and to be the best they can be.

The school needs for the future include:

- Accounting for the effects of the pandemic on our students, families and staff.
- A strong emphasis on considering student achievement data which will inform teaching and learning practices.
- Improve processes for implementation quality assessment of student achievement.
- A more efficient, effective approach to working with the diverse needs of all learners in our school.
- Review of professional learning processes involving our staff and teachers.

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

The St John's parent community was invited to take part in a 'Tell them from me' survey at the end of the 2020 school year. A survey invitation was issued to all families via the school newsletter and via our Compass application with several reminders included to return the survey data. The survey was sent in the form of an online tool which also used collation software to gather the information.

The survey sought to identify the level of parent satisfaction with the school across a range of domains including parents are informed; parents feel welcome; inclusive school; safety at school; school supports positive behaviour; school supports learning; parents support learning at home.

Parent feedback rated the school most highly in the following areas:

- Parents feeling welcome
- Safety at school
- Parents are informed
- Being an inclusive school.

Parental anecdotal feedback most often mentioned appreciation for the community feel of the school, the friendliness and caring nature of the teachers and staff, the quality of the religious education at the school and the positive attitude of their child towards coming to school. Parents expressed gratitude for the efforts made by the teachers, staff and principal during the pandemic.

Parent feedback concerning areas for consideration included:

- Parents supporting learning at home
- School supporting learning

Parent feedback on how they support learning at home was broadly spread across a continuum. Most agreed that they encourage their child about school but less spoke about how important schoolwork was. The feedback indicated a need to work more deliberately about creating stronger support between home and school around learning.

Learning support structures were affected by the pandemic. Parents sought more regular communication about how the needs of their child were being met, especially if there was a learning need in place.

The survey provided helpful information that will be used to inform future planning.

Student satisfaction

Students in Years 4,5 and 6 were invited to complete the online 'Tell them from me' survey at school. There were 106 responses received from a total school population of 273 (Kinder to Year 6).

The students noted the most positive aspects of the school included:

- Learning about their faith and participating in liturgy and prayer
- The opportunities to participate in extra curricula activities
- A low level of bullying - verbal, physical, emotional and cyber.
- Positive relationships with friends and the value expressed for schooling by students.
- Positive sense of belonging within a positive learning environment
- Effective learning time with positive teacher / student relationships

The students rated the following areas as areas as less favourable :

- Homework behaviours.
- Area of advocacy for them in matters of life.

Overall our students expressed a positive sense of satisfaction with school life.

Teacher satisfaction

Our staff were invited to take part in the 'Tell them from me' survey which was administered as an online survey.

The staff identified the following positive aspects from the survey:

- A positive learning culture
- Data use to inform teaching practice
- Teaching strategies and implementation
- Inclusive school
- Collaboration

They ranked the following areas less favourably overall:

- Technology and its application
- Feedback from leaders and colleagues about teaching

Overall the staff saw St John's as a positive environment in which to teach, They identified feedback about their own work from leadership and from their colleagues as an area in which some improvement could be done .

Financial Statement

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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,533,864
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$706,824
Fees and Private Income ⁴	\$731,613
Interest Subsidy Grants	\$1,976
Other Capital Income ⁵	\$203,383
Total Income	\$4,177,660

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$258,389
Salaries and Related Expenses ⁷	\$3,029,848
Non-Salary Expenses ⁸	\$1,033,219
Total Expenditure	\$4,321,456

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