

# 2021

## ANNUAL SCHOOL REPORT



### St John's Catholic Primary School

138 Sheraton Road, DUBBO 2830

Principal: Mr Anthony O'Leary

Web: <http://www.stjohnsprimarydubbo.catholic.edu.au>

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## About this report

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St John's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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 CEDB. 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 faith formation, learning and wellbeing of its students.

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

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

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## Message from key groups in our community

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### Principal's Message

2021 - a year which tested and challenged the school community to the full. We have learned a lot of lessons about life, about school, our Catholic faith and about ourselves in the process of this pandemic.

Our values and our priorities, our tolerance, resilience, patience and empathy have all been heightened, and this can be a positive change for us all, we continue to live out our vision of *'Changing the world through our faith in Jesus who is our light and hope'*.

I have been incredibly proud of and impressed with the attitude and support our school community; students at every step of the way have accepted, adapted and overcome all challenges to their routines; our members of staff have been creative, flexible, resilient and determined to provide the best learning experience we can for our students; and parents have been wonderfully supportive, understanding and patient as we adapted to the changing needs of the teaching and learning process.

Despite the Covid situation, so much was achieved.

The school continued our focus on quality literacy instruction with a focus on early years phonics, Springboards into Comprehension and Spelling Mastery. These program continue the school's move towards direct instruction. Current research in the Science of Learning supports the use of direct and explicit instruction, especially for novice learners.

We continued our journey as a Professional Learning Community. As a staff we focus on providing engaging, innovative, and challenging teaching and learning for every student; with a focus on the development of literacy and numeracy skills and understandings.

### Parent Body Message

The Parent's and Friend's Association (P and F) actively promotes the public image of St John's Primary School by bringing the community together in a spirit of collaboration and cooperation.

Our Parent's and Friend's meetings are held on a Tuesday night of weeks 2 and 7 of each school term in our school staff room. This year several of our meetings were conducted via zoom due to COVID lockdowns. Our meetings were well attended by an enthusiastic group of parents and school delegates.

The P and F hosted an opening Trivia Night in which over 80 people attended. Unfortunately, after the Trivia Night, COVID returned and all of our planned school and community events were affected by the COVID protocols. We used our social media platform to continue to keep parents engaged in what was happening within our school whilst we were unable to attend in person. We also ran a pie drive which was hugely successful whilst adhering to strict COVID restrictions.

We are continuing to fundraise for a new shade shelter on our area 4 playground, and we are looking forward to an event and fun-filled 2022. In 2022 we look forward to hosting our regular events like Mother's Day, Father's Day, Grandparent's Day, National Teacher's Day, and many more exciting events.

### Student Body Message

Although our year was effected by COVID, this year our Year 6 showed how we are growing as leaders in many ways. We were not able to visit Canberra this year, but we were able to have an enjoyable activities, movie day, and swimming.

Our student leaders organised some wonderful activities including an Easter Egg Raffle, Crazy Socks Day, and assisting with our Awards Days.

Funds raised from these events were directed to CARITAS and Catholic Mission.

As a group, we are grateful that we were able to work with a teacher mentor during the year. We include and welcome all people and treat them with respect, kindness, and compassion. We have achieved many great things working as a team and we are very proud of all our achievements.

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## School Features

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At St John's Primary School our Vision is *'To change the world through our faith in Jesus who is our light and hope'*. Enrolment for 2021 exceeded 410 students with over 40 full time and part-time staff.

Our school proudly encourages and supports diversity and inclusion. It caters for a diverse range of students with disabilities and learning needs, and provide extension and enrichment opportunities for students. We are justly proud of our multicultural school and we celebrate that our Aboriginal student population has grown to over 70 students K - 6. Our school should be justly proud of providing a unique world view and spiritual education for our children – A Quality Catholic Education.

St John's Catholic Primary School is a Professional Learning Community. We continue to focus on providing engaging, innovative and challenging teaching and learning for every student; with a focus on the development of literacy and numeracy skills and understandings. Our teachers engage in ongoing professional learning and development and work collaboratively to develop rich learning programs and opportunities for students. Technology is a feature of the school with Chromebooks readily available.

Our school-wide positive behaviour program combined with restorative justice practices contributes strongly to the positive wellbeing of all. SPB4L is an evidence-based framework that emphasises school-wide systems of support for all students and staff. Positive behaviour support are implemented for all students, across all school settings, by all staff, at all times.

St John's Primary School offers the opportunities for students to develop their abilities and dream of a future which is bright. In 2021 the school operated 15 classes K - 6, with two classes per grade and three classes in Year 6.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
228	209	0	437

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 91.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.37	91.04	92.05	91.13	91.52	90.01	90.10

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	40
Number of full time teaching staff	15
Number of part time teaching staff	13
Number of non-teaching staff	12

### Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 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 of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.



## Summary of professional learning at this school

In 2021 the Staff Development Days include:

- Professional Learning Day with a focus on the Disability Standards.
- PATMaths focus - Getting ahead with PAT - ACER
- Our Staff Retreat was held with Father Greg Kennedy with a focus on Prayer.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

The Catholic Identity of St. John's Catholic Primary School is interlinked with the Parish of St Brigid's. Father Greg Kennedy is a vital member of our school community and is in attendance on a regular basis, spending time with students, leading Liturgies, and supporting staff.

Outdoor Learning Places have been established and continue to have improvements, to honour the charisms that form our school, the Mercy traditions founded by Catherine McAuley and De La Salle Brothers founded by John Baptist De La Salle. The 2 new learning areas have been landscaped with water saving gardens and sandstone seating.

The school supports the sacramental programs of Reconciliation, Eucharist, and Confirmation, that are Parish based.

Parents, as the first educators of their children, play a vital role in supporting their children through the preparation stages of the Sacraments. The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

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## Curriculum, Learning and Teaching

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

Quality Catholic Education is achieved by our school's commitment to the processes of Professional Learning Communities. The St John's Primary PLC is learning-oriented and promotes the growth of teachers and students.

In English, professional learning explored the use of reading comprehension with the Primary Coordinator facilitating lesson studies and detailed observational data. Differentiation in comprehension strategies was also explored. In numeracy, the staff completed a term long series of professional learning sessions on the use of PATMaths.

All children participate in a wide variety of sports, which aim to improve their physical fitness and co-ordination. Our emphasis is on enjoyment and promoting a healthy lifestyle. During Terms 2 and 4 students participate in inter-school competitions in a range of sports through the Primary Schools Sports Association. Students in Years 4, 5, and 6 are eligible to compete in PSSA.

Our students could elect to take 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

### 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.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

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	35%	54%	17%	11%
	Reading	36%	55%	16%	10%
	Writing	55%	53%	5%	6%
	Spelling	45%	49%	7%	13%
	Numeracy	29%	36%	12%	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	46%	35%	9%	14%
	Reading	33%	40%	3%	11%
	Writing	25%	20%	13%	18%
	Spelling	44%	38%	7%	14%
	Numeracy	17%	29%	8%	15%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the CEDB website and the school website.

## Initiatives promoting respect and responsibility

Students at St John's are guided by our School Wide Positive Behaviour for Learning (SWPB4L) approach to student management and behaviour. Clear rules and expectations are in place across the school. The whole school approach allows the students to develop common understanding about expectations how to show and behave in a respectful, responsible and safe way.

In 2021, St John's Primary School continued to implement and review our updated Whole School Behaviour Management procedures and also introduced the Social Skills Program - 'Second Steps' into all grades K - 6, expanding the program for all classes. The Learning Support Team also retaught lessons as a Tier 2 intervention.

Each class is designated as a 'buddy class' to one class for the year. This is to provide consistency and ensure a fair system for students and staff. The goal of buddy classes is to provide the students with a chance to 'cool down' and amend their behaviour before reaching reflection room consequence.

Reflection is an important practice that will allow our students to learn from their actions and grow. The Reflection Room provides students with the opportunity to reflect on their actions and behaviours independently and then discuss this with a teacher and identify how their behaviour could be changed to ensure they are being safe and respectful learners at school.

It is our aim to reinforce St. John's Primary School Behaviour Management Policy which encourages students to use self-discipline and to take responsibility for their choices.

Our students benefited from our work on the explicit teaching of expected behaviours in relation to our SWPB4L Matrix. The students showed a developing and broader whole school understanding of expectations and how they could be applied in the school setting.

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## School Improvement

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Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

### Key Improvements Achieved

Strategic planning ensures a common purpose and agreed values are established.

Staff are encouraged to focus on professional learning in and use of quality pedagogy. Teachers have implemented the suite of Multilit interventions, developed effective links with the New England University to implement mathematics interventions including Quick Smart and established protected learning time for Literacy and numeracy.

Our focus on assessment data and what it told us about student learning helped us to understand where we were seeing student improvements and where development and attention was needed. The school had a significant professional learning focus on understanding and using PATMaths data.

Our assessment data is showing improvement in overall reading ability and in some areas of mathematics.

The school continued to implement the Spelling Mastery program.

Greater participation of classes across the school in STEM related activities. We achieved this by improving a specific learning space for STEM. All classes have experience in coding using the technology and digital resources owned by the school.



The Innovation Grant during 2021 allowed St John's Primary to provide individual classes the opportunity to recognise and apply their learning to the world around them. Each term a class had the opportunity to engage in a hands-on, collaborative, and problem-solving task which related to an aspect of their class program. Due to the fact that the provided lessons are extremely hands-on, it is necessary to have at least two teachers present to cover the safety of the students and the success of the program. The STEAM teacher acted like a coach, which enabled the colleague teacher to enhance their skills and confidence in the teaching of STEAM.

### Priority Key Improvements for Next Year

Our school plan includes the following:

To improve student engagement and learning in literacy. As a school we will:

- Focus professional learning conversations on unpacking and using NSW syllabus documents (curriculum) to guide programming, assessment and reporting.
- Implement a consistent approach to the teaching of Writing across the school. As a school we will be participating in the Writing Project – AIS

Primary Writing is a professional learning initiative developed by the Association of Independent Schools of NSW (AISNSW) to support K-6 teachers to teach writing effectively. Primary Writing is underpinned by empirical research about effective teaching.

The content covered in the professional learning includes the critical elements students need to learn to write. Throughout the sessions, the complex task of writing is broken down into manageable components. The sequence of skills is carefully considered to maximise the effectiveness of instruction.

The Primary Writing initiative is composed of:

- School-based Professional Learning: five separate sessions delivered by an AISNSW literacy consultant to provide a comprehensive approach to writing instruction across K-6.
- Online Self-Paced Modules undertaken following the school-based professional learning to supplement the content in the modules.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2021, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

### Parent satisfaction

The St John's parent community was invited to take part in a School Improvement Survey during the 2021 school year. Parents expressed gratitude for the efforts made by the teachers, staff and principal during the pandemic.

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

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

In 2021 the following aspects all scored an average of 4+ out of 5.

In the area of Faith, SJP had 7 out of 8 elements score above 4, including a score 4.4 for 'Our school has a clear identity as a Catholic School in the community' and 'Students and staff participate in meaningful celebrations of prayer, liturgy and sacraments.'

### Student satisfaction

Students in Years 5 and 6 were invited to complete the School Improvement Survey at school. 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, especially PSSA Sport
- A low level of bullying - verbal, physical, emotional and cyber. The students mentioned the positive aspects of the Second Steps program.
- Positive relationships with friends.
- Effective learning time with positive teacher / student relationships.
- The Year 6 students mentioned they enjoyed mentoring and leadership opportunities.

The students did feel that options to expand playing areas and playgrounds should be considered.

## Teacher satisfaction

Overall the staff at felt they work in a supported and collaborative work environment. Comments such as *'Staff and student well being/ welfare is always taken very seriously and approached with kindness and concern from exec staff and school staff. The school environment is positive for students and staff'*, is a common belief.

The staff scored the school over 4 out of 5 in each of the three aspects.

The staff identified the following positive aspects from the survey:

- A positive learning culture
- Data use to inform teaching practice and PLT teams
- Teaching strategies and implementation of innovation, with a focus on the success of the STEAM innovation program.
- Inclusive school where the Multicultural aspects of the school are celebrated

The staff indicated that a renewal of the Professional Learning Community model should be considered to re-energize the processes.

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## Financial Statement

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School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed here:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,264,072
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,148,051
Fees and Private Income <sup>4</sup>	\$796,872
Interest Subsidy Grants	\$28,717
Other Capital Income <sup>5</sup>	\$116,196
<b>Total Income</b>	<b>\$6,353,908</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$67,037
Salaries and Related Expenses <sup>7</sup>	\$4,120,100
Non-Salary Expenses <sup>8</sup>	\$1,435,756
<b>Total Expenditure</b>	<b>\$5,622,893</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT