



# 2019

## ANNUAL SCHOOL REPORT



### Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Mary Hor

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

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## About this report

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Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. 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 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

I end 2019 as a proud Principal with wonderful achievements both in the community and in the classroom. I am always excited and look forward to working with our students, staff and parents to make Sacred Heart the best school it can be. My commitment to our community is to lead the school with enthusiasm and passion to enable us to reach our goals. Our goals this year have been to improve critical thinking skills, to enhance wellbeing and resilience and to broaden prayerful experiences of students. We will continue to develop and enhance a school that:

- Focuses on the development of the whole child
- Strives for the highest academic standards and differentiates the curriculum
- Involves the community in learning
- Develops true partnerships that value each child.

I remind parents that our dedicated and highly skilful staff work in partnership to build a positive and supportive learning community.

### Parent Body Message

The Parents and Friends is a body that provides a voice for parents, opportunities for involvement in, and contributing to, events. Volunteering as class helpers, in the canteen, at sporting events and on excursions, as well as attending parent education sessions, school liturgies and assemblies are examples of the opportunities available to parents. Efforts by the parent body in fundraising through the Family Fun Fair in 2019 demonstrates how we are blessed to have such an active and supportive school community. In 2019 Sacred Heart established a School Advisory Group to build a model of school community governance that enhances and aligns all aspects of decision making in the school and results in better outcomes for students. The Sacred Heart School Advisory group provides a parental perspective on school improvement plans.

### Student Body Message

Message from Year 6 students:

At Sacred Heart, we come to school every morning living out our three important values; love, mercy and justice. Our school is open for thinking, collaboration, challenges and growing open mindsets. Year 6 has plenty of leadership opportunities; every child has a leadership role. These roles include School Captain, Colourhouse Captain, Music Leader, Technology Leader, Buddy Committee, and many more. The students in Year 6 therefore

learn to become a better leader. With the wonderful guidance we grow as leaders. Year 6, in our opinion, is the year where we develop our friendships and our values best. We also have plenty of experiences - these opportunities include Maths Olympiad, Tournament of the Minds, Debating, Public Speaking, fortnightly masses, Liturgies, Sports Carnivals, Swimming Carnivals, Writing Competitions and countless other opportunities. Sacred Heart strives to grow amazing leaders and students that make a difference in our world. God gave us a mission to build the Kingdom of God and at Sacred Heart we strive to accomplish this every day.

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## School Features

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Sacred Heart Catholic Primary School Pymble, is a Catholic systemic co-educational school. The School includes 11 classes from Kindergarten to Year 6. With a tradition founded in the Sisters of Mercy, the School embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of the School motto, *Esse Non Videri*, "To be and not to seem" ensures that the School's Catholic heritage is reflected in everyday school life. The words of the School song "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The School's life and mission is embodied by the values that are integral to the Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope. Student learning and wellbeing are at the fore of all things, with dedicated teachers continually learning and developing their skills in being able to teach students and help them reach their potential. Students are actively engaged in their own learning and a wide variety of extra-curricular activities are offered. The School is strongly supported by its P&F association and a newly established School Advisory Group. The parent body maintains a balance of being actively involved in school events, coordinating fundraising and providing many opportunities for the students and their families to gather at the various social events throughout the year. Families have enjoyed the 'Welcome Cocktail' party each year. During 2019 the parents successfully organised a Family Fun Fair which was the major fundraising event for the year. The buildings and grounds are conducive to a positive learning environment, with well-maintained classrooms, grounds and gardens. The children have access to large playing areas; an oval that also serves the School's soccer club, netball / basketball courts, shaded play areas and sandpit. The on-site swimming pool allows for easy access for swimming lessons throughout the year.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
157	136	42	293

\* 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 [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.19%. 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
94.39	94.11	93.38	91.83	92.80	92.35	92.91

### 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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	29
Number of full time teaching staff	10
Number of part time teaching staff	11
Number of non-teaching staff	8

### 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 the CSO. 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

Day 1 Strategic Planning: Policies and School Improvement Plan reviewed with the staff to determine priorities for 2019.

Day 2 Implementation of new syllabus for Personal Development Health and Physical Education.

Day 3 Religious Education Spirituality Day: Prayer.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church: "The 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.

Faith in a Catholic school is founded on the person and mission of Christ. At Sacred Heart, we are a community united in Spirit and our mission is for the common good. We seek to build the Kingdom of God. We look for windows of opportunity where we can find the presence of God. We spend time in prayer, pondering what God is asking of us, so that we can find meaning in our lives. We strive to be inclusive and outreaching as we serve others, just like Jesus did, and as we live out our school motto *esse non videri* (to be, rather than to seem). In 2019, we have explored ways to inspire us to integrate prayer into our daily lives, for example, Ignatian Examen. With parents, inspiration was drawn from Walking the Way during reflection sessions which encourage them to journey in faith with their children. We foster our relationship with parents as we support the Parish's Sacramental programs. The celebration of liturgies included many special celebrations throughout the year. We have sought to strengthen our Parish Connections by encouraging families to actively participate in Sunday Family Masses. Each week, two classes attend the Thursday Parish Mass. During the year, each class has written an article for the Parish bulletin highlighting their learning in Religious Education. Students in Stage 2, have prayed the Rosary with the Parish community. We have joined the Parish in the Vinnie's appeal during winter and there was a Tokens of Love celebration, a thanksgiving for our priests in classrooms, where students showed their appreciation for and support of them in a variety of ways, for example, by singing hymns, offering cards and prayers. Also in reaching out, there were Lenten awareness & fundraising initiatives. We supported the Parish's Social Justice Group in their

endeavours to help the Communities of Griffith and the aboriginal community of Baabayn. We continued our school's connection with The Dish through offering companionship and providing a nourishing meal to those who come. We supported the Sisters of Mercy's mission in Peru through the sale of their handicrafts. On Mission Day, we welcomed Dorothy from Catholic Mission who explained the importance of socking it to poverty for those in need in Africa. Finally, Year 6 students visited Southern Cross Aged Care Facility to bring some Christmas cheer to residents by performing carols and providing companionship. Under the guidance of education officers in the Evangelisation and Catholic Formation Team, we have explored opportunities to enhance the learning and teaching in Religious Education. The intention was to move from surface knowledge to a deeper understanding which aligned with our focus on critical thinking in other key learning areas.

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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.

In line with the School Improvement Plan “to improve critical thinking skills of students”, the focus in 2019 has been on professional learning around Cultures of Thinking Routines to allow students to deepen their conceptual understanding across all Key Learning Areas. Ongoing opportunities to share student learning through Collaborative Analysis of Student Learning meetings has provided teachers with the time to build their own capacity around deep and sustained learning. The use of co-constructed rubrics has been an effective tool to collect and analyse student data and allowed for teachers to build on previous professional learning around assessment to inform quality teaching and learning. Student agency has been an area of development with the ongoing embedding of personal learning goals and self and peer editing opportunities to increase student engagement. This has linked effectively with the tracking of students on the Social and Emotional Learning Continuum in the domain of responsible decision making. We continue to provide parent education sessions to promote parent engagement in the areas of Numeracy, Literacy and Social and Emotional Learning Skills, focussing on the many practical ways for parents to support their children’s learning. The reporting of Social and Emotional Learning skills has continued during 2019, allowing teachers to track individual students on the continuum and provide detailed feedback to parents around the domain of Responsible Decision Making skills. Our commitment to Numeracy learning has been evident through co-planning and co-teaching, and whole school collection and analysis of data through the administration of Mathematics Assessment Interviews (MAIs), with teachers deepening their understanding of how to use the resultant data to inform teaching. An EMU intervention group was conducted, for five days a week over twenty weeks. During this time teachers have received formal and informal professional learning around effective use of questioning in mathematics. Opportunities for enrichment were provided through Maths Olympiad, Tournament of the Minds, Debating and Public Speaking Masterclasses and involvement in the Premier’s Reading Challenge. The teachers and students in Stage Two have taken part in the University of Sydney STEM Academy Project and have engaged in high quality professional learning to support critical thinking skills in this domain. The learning presented at the final project presentation demonstrated an increased awareness of collaborative learning and problem solving in line with 21st Century pedagogy.

## 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.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	87%	59%	0%	10%
	Reading	90%	54%	0%	10%
	Writing	89%	55%	0%	5%
	Spelling	75%	52%	2%	11%
	Numeracy	75%	42%	2%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	54%	37%	0%	17%
	Reading	63%	38%	0%	12%
	Writing	63%	19%	0%	18%
	Spelling	58%	38%	4%	13%
	Numeracy	50%	32%	4%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### 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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

The School has continued to sustain a reputation for its outreach opportunities such as 'The Dish' and Caritas to support those in need. The School's core values (love, mercy, justice) promote respect and responsibility. Positive Behaviours for Learning (PBL) rules of care for self, care for others and care for the place we are in, also drive a sense of individual responsibility. We explicitly teach these rules through a focus on what behaviours we can use to show that we are respectful, responsible and good learners. Linking with our care for self PBL rule, all classes continued the integrated approach of Zones of Regulation which drove a sense of responsibility for understanding student's own emotions and feelings. The Social and Emotional Learning (SEL) continuum was used by each teacher to track individual progress of SEL skill and was used as part of the official reporting process when referring to the wellbeing and learning behaviours of children. At the end of 2019 the School Advisory Group initiated a parent information session to support parents with their understanding of these school approaches of promoting respect and responsibility. Awareness of SEL and PBL was the focus of this session with an opportunity for parents to share experiences.

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## School Improvement

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

### Key Improvements Achieved

Mission - goal - to broaden students' prayerful experiences and deepen the use of scripture in the prayer life of the school; target - work samples showing a great response through prayer.

Learning and teaching - goal - to improve critical thinking skills of students; work samples showing improvement in critical thinking.

Pastoral care - goal - to enhance the wellbeing and resilience of students; students show growth of at least 1 SEL level in responsible decision making.

### Priority Key Improvements for Next Year

Mission - to continue to broaden students' prayerful experiences and deepen the use of scripture in the prayer life of the school through a focus on scripture.

Learning and teaching - to continue to improve critical thinking skills of students through a focus on new pedagogies for deep learning.

Pastoral care - to continue to enhance wellbeing and resilience of student through a focus on self management.



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## Community Satisfaction

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

### Parent satisfaction

At the P&F AGM the parents reflected on the successes of the year and were very supportive with ideas such as:

- the community building and amazing success of the Family Fun Fair
- the stage 2 STEM program with Sydney University
- the cricket program for the Kindergarten, Year 1 and Year 2 students
- the ready logs which help keep the children focussed
- the debating training program for Year 5 students

The parents started a list of ideas to plan and work more closely with the school such as more parent wellbeing opportunities. They also began the discussion around fundraising targets which includes possible items such as new outdoor playground equipment or a new piano.

### Student satisfaction

In Year 6 at Sacred Heart we have many leadership opportunities that we are offered to embrace and act upon. There are many unique roles that suit each and every one of us according to what we find interesting and what ways we want to contribute to the school and community. We have the buddy committee, wellbeing committee, social justice and many more. This way we get to practise leadership in our everyday life. We also have many opportunities, some are before school or after school, such as: Band, Public Speaking, Debating, Gala Days, Maths Olympiad, Tournament of the Minds and many other learning opportunities. This gives us a chance to discover things we are interested in or have an unknown talent for! At Sacred Heart the teachers encourage us to keep going and strive for our personal best, this way we learn more effectively and are happy knowing that our teachers support us and give us a voice in our learning. We demonstrate our key values of Love, Mercy and Justice which we try to live out every day for the benefit of others and ourselves. In year 6 at Sacred Heart everyday gives us different challenges, opportunities and support, that's why we love Sacred Heart!

## Teacher satisfaction

Teachers participated in the TTFM survey and were very pleased with the professional learning experiences of 2019 – especially the focus on STEM. ‘I feel that the depth of professional learning in 2019 has been a worthwhile experience to build on the model of inquiry based learning. This multidisciplinary approach to developing critical thinking skills to tackle future challenges helps teachers like me to develop the skills and confidence needed for innovative teaching.’

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1620552
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$458864
Fees and Private Income <sup>4</sup>	\$1501131
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$195046
<b>Total Income</b>	<b>\$3775593</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$126946
Salaries and Related Expenses <sup>7</sup>	\$2667427
Non-Salary Expenses <sup>8</sup>	\$993813
<b>Total Expenditure</b>	<b>\$3788186</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 2019 REPORT