

McCarthy Catholic College TAMWORTH
Annual School Report to the Community

2016



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Principal

Mr Geoff McManus

ABOUT THIS REPORT

McCarthy Catholic College is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

I offer an authentic Tamworth-style welcome to all who choose to visit the college website and/or Annual Report and encourage you to immerse yourself through either of these pages in the rich experience that is the McCarthy Catholic College community.

McCarthy Catholic College aspires to provide an excellent education in the Catholic tradition for the young men and women of the Tamworth region. We achieve this through dedicated and caring staff who realise a vibrant and holistic curriculum that is adaptable and data-informed to target individual student need. We are proud of our strong community engagement with families and parishes and seek out service opportunities that align with our mission statement – ‘Receive, Worship and Serve’.

The website and Annual Report aim to provide a small window on McCarthy Catholic College for those seeking enrolment. The printed word can only achieve that to a limited degree. Perhaps the best view of the college would be obtained by talking with members of the McCarthy community, particularly those for whom the college exists: the wonderful students.

Parent Body Message

The 2016 school year saw continued focus on academic achievement and teaching methods and technologies in our school. The school board has worked with the school executive on a number of initiatives this year, in particular technology options for students, as well as financial sustainability of the school cross-referenced with the financial burden of fees on families. An all-up fee was discussed with the board and input taken from the whole parent body. Based on that feedback and board discussions, it was decided by the school executive that the all-up fee to be introduced in a staggered format.

The McCarthy Association had a number of fund-raising and social events during the year. In 2016 the Association hosted a wine and cheese night, trivia night, and ran a mango drive.

The Association is a wonderful way for parents to become immersed in the school community and help raise a few dollars for our school. All parents are welcome at meetings or to become involved in some fun events.

Both the Board and Association welcome new members or just participation by parents in social activities during the year.

Student Body Message

In 2016 the SLC worked to support the staff and school Executive in bringing the school motto – Receive Worship Serve- to daily life.

Receive – The SLC focussed on the contribution to be made by working closely with staff to grow the culture of high expectations at the College. The importance of modelling appropriate behaviour and commitment in class to assist learning growth was emphasised within the group of school leaders.

Worship - The whole school community came together at the beginning and end of the year to celebrate Eucharist on site, a moving first for McCarthy Catholic College. Ash Wednesday Liturgy and the Yr 12 Thanksgiving Mass were also special events bringing the community together in worship. Intimate Year group masses continued in 2017, and have become an important part of sharing faith development for each year level.

Serve – There were many occasions, both formal and informal, across 2016 for students to take up the challenge of this aspect of our school mission statement. St Vincent de Paul, Environmental Council, Year 10 - A Deed a Day project, working at school events– all opportunities for students to offer service to the school community.

SECTION TWO: SCHOOL FEATURES

McCarthy Catholic College is a Catholic systemic Co-educational College located in TAMWORTH.

McCarthy Catholic College is a Year 7-12 coeducational school and was formed in 2000 through the amalgamation of Our Lady of the Rosary College and McCarthy Catholic Senior High School. The College was established on the site of the former McCarthy Catholic Senior High School and operates within the dual charisms of the Dominican Sisters and Christian Brothers under the auspices of the Diocese of Armidale. An extensive building program was undertaken between 2001 and 2004. McCarthy Catholic College opened as a fully operational 7-12 campus in 2004 and is recognised today as a well-established and flourishing regional Catholic secondary college. The most recent addition to the campus is the \$5.7 million state-of-the-art Our Lady of the Rosary Cultural Centre boasting high-tech learning technology that enhances the college's burgeoning music and cultural program.

McCarthy Catholic College is located on the northern outskirts of Tamworth, in a picturesque setting surrounded by hills and rural landscape. It is situated approximately 3 kilometres from the CBD of the large regional centre, Tamworth. Students attending McCarthy Catholic College are drawn from the Parishes of St Edward's South Tamworth, St Nicholas' Tamworth, St Patrick's West Tamworth, St Michael's Manilla, St Thomas More Werris Creek, St Brigid's Quirindi and St Michael's Dungowan. A large number of students who attend other-than-Catholic schools in Tamworth and surrounding areas also apply for placement at McCarthy. Students travel from Gunnedah, Bingara, Wallabadah, Willow Tree, Moonbi, Bendemeer, Dungowan and other outlying areas to attend the school.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
512	381	50	893

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 80.86% completed Year 12 in 2016.

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2016 was 90.33%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.00%
Year 8	91.00%
Year 9	90.00%
Year 10	88.00%
Year 11	91.00%
Year 12	89.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	7.6%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99.2%

Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	58%	11%	19%	12%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
66	23	89

* This number includes 59 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	5.37%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Visioning and Strategic Planning (27/1/15)
Term 2	Core Catholic Principles and Values - Stewardship (3/6/16)
Term 3	Teacher Performance and Development Framework. Professional Learning Plans. Use of Complispace. (18/7/16)
Term 4	Information session for enrolment of partially-sighted student 2017. PLPs. Reflection & Planning. (19-20/12/16)

Professional learning was centred on whole staff development in areas of school focus, such as Catholic Principles and Values; Catholic Professional Learning Communities; Hawker Brownlow Leader of Learning workshops; Teacher Performance and Development; Professional Learning Plans; and ongoing Google training. Emphasis was given to academic improvement and comparative learning gain, particularly in the area of academic literacy targeted at Year 8 and based on NAPLAN trends from Years 5 and 7. Total amount expended by the school on staff PD (not including that expended by the CSO) was \$34000.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

McCarthy Catholic College follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Liturgical Life

All students from Years 7 - 12 attended Mass in the local parish churches and also on site once per Term. The Sacrament of Reconciliation and classroom liturgies during Religious Education classes were provided to Year 7 - 10 at the end of each Term. Whole-school liturgies were held on-site for the commencement of the school year, Easter and Christmas. The Year 12 Graduation Mass was celebrated at St Nicholas Church.

Students continued to support the First Friday Mass tradition. The initiative began 20 years ago with the school's conference of the Society of St Vincent de Paul (St Agnes) attending 7.00 am Mass at St Nicholas Church on the first Friday of each month. Up to 20 students attend each month. A trial was initiated during the summer months whereby breakfast was provided afterwards to grow community and encourage attendance. Parents are invited to attend all Masses. Students are encouraged to participate in the full life of the Catholic Church at every opportunity.

Staff and Student Faith Formation

Each year a small group of staff may attend retreats organised by the Catholic Schools Office. The Principal, Assistant Principal and Religious Education Coordinators may also attend special retreats for leaders in Catholic schools. Seminar days and Twilight Retreats form an important part of the spiritual development of the students. These are facilitated by staff and clergy.

Some staff joined parishioners in the Lenten group hosted by the school each week during Lent to follow a program of prayer and scripture study. Each staff meeting began with a reflection from the *Going Deeper* series published by Jonathan Doyle. Staff gather for a reading of the upcoming weekend Gospel and offer Prayers of special intention each Friday morning. Staff members were provided with access to Catholic journals for additional reading, weekly video and journal material and prayer support such as *Lectio Divina* booklets linked to the Church's calendar.

Social Justice

The school Conference of the Society of St Vincent de Paul (St Agnes) was well supported by students and staff. The conference organised school support for the St Vincent de Paul Winter and Christmas Appeals and led other fundraising efforts in the College. The College's annual walk-a-thon for the Catholic Mission raised \$18 000.

Social justice issues were raised and discussed in Home Classes, at assemblies and at Year meetings

throughout the year. Justice issues form a part of the curriculum in several subject areas.

SECTION SIX: CURRICULUM

The College follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

McCarthy Catholic College offers a broad and diverse curriculum to meet the needs of its students and the changing global educational and work environments. McCarthy is committed to a flexible Stage 6 curriculum, with 42 subjects available on site. Curriculum breadth is also assisted by the number of alternate pathways including Distance Education, TVET and school based traineeships & apprenticeships (SBATs). Literacy and Numeracy continue to be a focus for McCarthy Catholic College, with time above mandated BOSTES hours allocated to English and Mathematics across Years 7-10 and staffing allocated to the management of Literacy programs and initiatives across the school. Detailed data analysis is used to inform teaching programs and to establish specific strategies to assist students reaching appropriate outcomes.

The Student Support team works with staff, parents and students to meet individual needs of students identified across a number of areas including those with a learning difficulty, those of Aboriginal or Torres Strait Islander heritage and those requiring extension or enrichment.

The College, in partnership with Tamworth Toastmasters, offers students the Toastmaster's Youth Leadership Program annually. There is a supportive retreat program for students in Years 11 & 12, as well as study skills and pastoral programs. The school engages the 'Elevate Education' company to deliver study advice to senior students, to supplement programs run at McCarthy Catholic College.

The Student Planner contains excellent resources to support learning and a Peer Tutoring program supports reading improvement. The online Learning Management System (LMS) MOODLE offers valuable curriculum support through revision, catch-up and extension opportunities. There is also a growing usage of Google Classroom to support the notion of 'anywhere-anytime-learning'. The online mathematics programs are available to all students from Years 7 to 10, providing tutorial and homework support.

Students participate in a number of external academic competitions including ICAS and Westpac programs. Musical and cultural endeavours are also well supported with courses offered in up to three levels. Three levels of band allow instrumentalists to develop and perform publicly. The Our Lady of the Rosary Cultural Centre was opened in 2016, which boasts a 245-seat auditorium, 2 specialist Music classrooms, 2 GLAs and a recording studio to support the growth and improved quality of performance into the future.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE 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 College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are 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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	28.20%	26.20%	19.70%	17.20%
	Writing	20.30%	15.50%	24.60%	26.90%
	Spelling	30.70%	28.20%	15.40%	17.50%
	Grammar	23.30%	27.60%	24.60%	19.80%
	Numeracy	25.50%	30.30%	15.50%	15.10%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	21.10%	20.60%	21.10%	21.40%
	Writing	16.10%	12.30%	27.60%	37.30%
	Spelling	20.40%	21.80%	24.40%	22.80%
	Grammar	19.80%	16.20%	26.50%	27.10%
	Numeracy	17.90%	22.50%	13.10%	17.50%

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	12%	49%	18%	51%	23%	50%
English Standard	0%	8%	0%	8%	11%	13%
English Advanced	34%	60%	41%	57%	33%	62%
Mathematics	14%	54%	20%	53%	6%	53%
Legal Studies	20%	40%	17%	41%	38%	43%
PDHPE	17%	30%	32%	30%	39%	35%

The college continues to focus on enhancing comparative learning gain. The growth of student capacity is measured in many ways and the improvement at McCarthy can be verified through the DeCourcy analysis data. While much work still needs to be done, the noticeable upward trend continues. On the back of the cross-curricular Academic Literacy Project begun in 2015 we believe that there will be even greater growth in comparative learning gain in years to come.

In 2016 the number of students issued with a RoSA	16
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Student Welfare Policy

Every staff member of the McCarthy Catholic College school community is part of the Pastoral Care team and shares a common belief that all our practices are based on developing a well-integrated person, with Jesus as our model and our Mission Statement as our philosophical base.

A college culture is promoted that values God, the individual, quality relationships and a safe learning environment. All structures, policies, procedures and practices are in harmony with Gospel values and are directed towards the holistic development of each person.

Pastoral Care is an Old Testament concept which reveals God's love of his people. At McCarthy, Pastoral Care is modelled on Jesus whose love, care and compassion, particularly for the marginalised, sought to bring them to their completeness as human beings.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

McCarthy Catholic College bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools of the Armidale Diocese, Policy on Suspension, Expulsion or Exclusion of Students In Catholic Schools in the Diocese of Armidale and Management of Drug Related Issues in Catholic Schools in the Diocese of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis.

The full text of school and diocesan policies are available by contacting the College.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

No changes were made to this policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. 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 Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

McCarthy Catholic College seeks to provide a safe and supportive environment which:

- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development, resilience, respect and responsibility.

The College Code of Conduct, developed by the community, promotes the key values of Care, Courtesy, Respect and Responsibility. This Code underpins key school structures, including the Behaviour Management Spectrum, which emphasises respect and individual responsibility.

The House Merit System allows all students to accumulate points for their respective Houses, with particular emphasis on college service.

- Excursions for Years 7, 9, 10 to encourage acceptance, tolerance, inclusion, team skills, communication skills, peer support and community spirit.

Other initiatives include: SLC group, Year 11 Leadership Program, continuing partnership with Headspace, Healthy Schools/Healthy Futures, Riding for the Disabled, Vinnies and Environmental Council.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2016

MCC School Improvement Plan 2016

1. Deeper Knowledge of Core Catholic Principles & Values (CCPV) for staff, students & parents (ONGOING)
2. Supporting the growth of Teacher Capacity through the AITSL TPD Framework and the National School Improvement Tool (NSIT) (ONGOING)
3. Confidence with and Portability of IT for Teachers and Students to enhance contemporary pedagogy for the Australian Curriculum (ONGOING)

Contributing and Peripheral Priorities

- All-up Fee structure (ACHIEVED)
- Prepare for students to bring/lease portable IT in 2017 (ONGOING - POSTPONED TO 2018)
- Develop a revised whole-school student leadership and service-learning plan (ONGOING)
- Implement revised Administration structures (ACHIEVED)
- Improved website, parent/student portal and social media presence with parents and community (ONGOING)

Priority Key Improvements for 2017

McCarthy Catholic College - Annual Improvement Plan 2017

At McCarthy we ask these five questions:

What is it I/we want our students to know?

How will I/we know if our students are learning?

How will I/we respond to student learning?

How will I/we support our teacher growth and development?

How will I/we coordinate our efforts as a school?

FAITH FORMATION

- Core Catholic Principles and Values (CCPV) are embedded and underpin every aspect of life at the College
- Build upon professional learning for staff on CCPV
- Build upon the dual charisms of the College
- Catholic values are explicit in all College practices, faith experiences and documentation.

LEARNING

- To grow the culture of high expectations within the College community.
- A daily, sustained focus on literacy instruction.
- Review of Pastoral Structures to enhance student learning outcomes.
- Providing opportunities for deep learning by minimising the disruptions to teaching and learning.

COLLABORATION

- Use the Transformative Schools framework to grow the culture of trust and collaboration in professional learning teams.
- Shared responsibility and accountability for the direction and success of the College

SECTION TEN: PARENT, STUDENT AND TEACHER 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, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

An external survey was conducted in August 2016. Survey responses were received from 290 families out of a total of 830 eligible respondents (34.9%).

McCarthy Catholic College recorded an overall satisfaction score of 75%

Student Satisfaction

An external survey was conducted in August 2016. Survey responses were received from 494 students out of a total of 889 eligible respondents (55.6%).

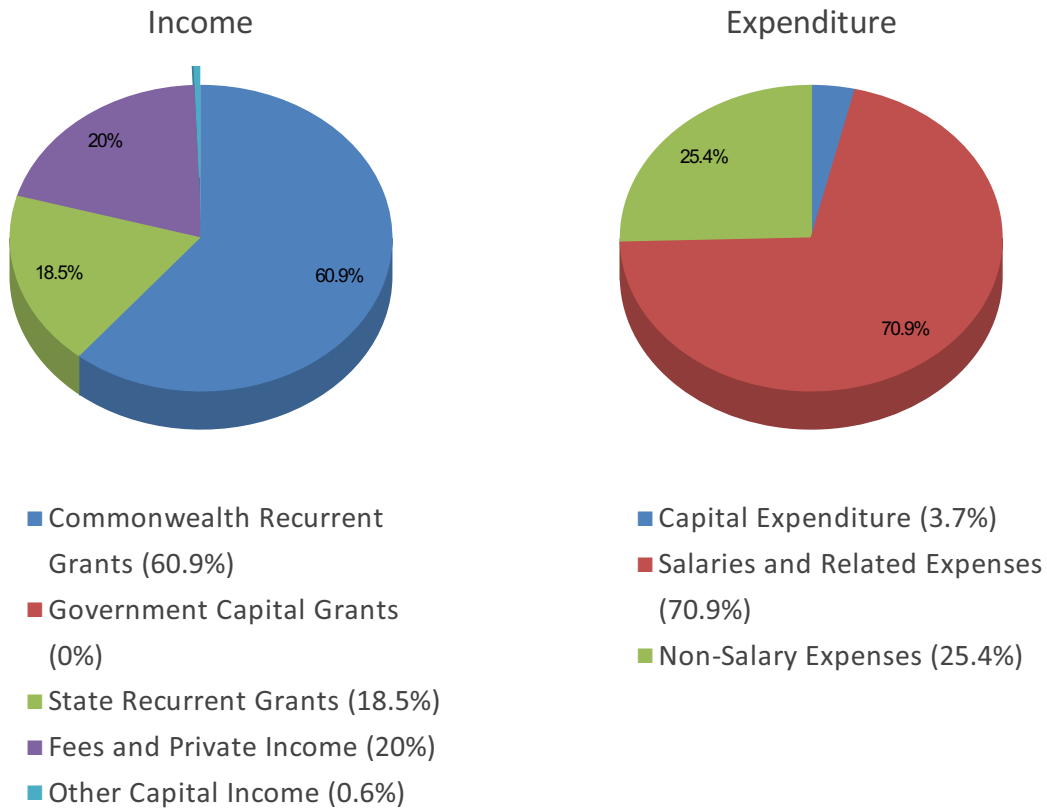
McCarthy Catholic College recorded an overall satisfaction score of 74%

Teacher Satisfaction

An external survey was conducted in August 2016. Survey responses were received from 71 staff out of a total of 90 eligible respondents (78.9%).

McCarthy Catholic College recorded an overall satisfaction score of 73%

SECTION ELEVEN: FINANCIAL STATEMENT



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

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,094,979
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,759,837
Fees and Private Income ⁴	\$2,984,220
Other Capital Income ⁵	\$90,000
Total Income	\$14,947,970

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$505,568
Salaries and Related Expenses ⁷	\$9,676,831
Non-Salary Expenses ⁸	\$3,471,884
Total Expenditure	\$13,654,283

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.