St. Mary’s Catholic Primary School
Altona
REGISTERED SCHOOL NUMBER: 1273
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## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>95a Railway Street North</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Altona, VIC 3018</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>David Kelly</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Paul Tru</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9398 4842</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@smaltona.catholic.edu.au">principal@smaltona.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.smaltona.catholic.edu.au">www.smaltona.catholic.edu.au</a></td>
</tr>
<tr>
<td>FACEBOOK</td>
<td>St. Mary’s Primary School</td>
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</table>
ST. MARY’S VISION STATEMENT

WE ARE A WELCOMING AND SUPPORTIVE COMMUNITY

WE PROCLAIM THE PRESENCE OF JESUS CHRIST IN ALL PEOPLE

WE VALUE AND CELEBRATE OUR FAITH, INDIVIDUALITY AND LIFE-LONG LEARNING

IN THE SPIRIT OF MARY MACKILLOP
School Overview

St Mary’s has been an integral part of the Altona community since the Sisters of St Joseph opened the first school in 1928. We have continued to build on this rich educational foundation to maintain its place as a significant part of the wider Altona community. We proudly proclaim ourselves as a “Caring Catholic Community.”

Since its beginning St Mary’s has experienced a range of achievements, changes and challenges. The strong sense of community within our school and the local area has endured to assist us with building the positive outcomes we currently demonstrate.

St Mary’s is in the western suburbs of Melbourne, approximately 16 kilometres from the city, and Altona is situated within the City of Hobson’s Bay which is a municipality that includes a wide range of cultural and socio-economic groups. Our school reflects and celebrates this diversity of cultures and traditions.

We currently have 277 students in 11 classes. These classes are organised into groupings that support our strong focus on multi-age philosophy. We have two Prep classes, three Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes.

Our classrooms and facilities are spread across three separate buildings with an internal intercom system to assist with class to class communication. While it is managed and organised by an outside agency, we make space available for Out of School Hours Care. 2011 saw the completion of our ‘Building Education Revolution Project’ the construction of our Technology, Research and Information Centre (TRI Centre). This facility aims to be a centre for contemporary teaching and learning within a multi-media framework.

We have a strong interest in preparing the children for the global world with their use of technology. We therefore place a major focus on providing adequate access to information communication technologies (ICT). We have interactive whiteboards and at least 4 computers in each classroom as well as a pod of 10 computers in each building. 18 computers are located in our TRI Centre as well as a laptop trolley containing 16 laptops.

St Mary’s School supports The Arts. Two-thirds of our specialist teaching allocation is directed to The Arts: Performing Arts (Music) and Visual Arts (Art). These areas showcase the creative ventures of students through displays and performances in a range of settings.

The students are given the opportunity to undertake a private instrumental music program (piano, keyboard or guitar) by sessional Music teachers. Children are exposed to our Community language which is Italian every fortnight.

St Mary’s School supports the social & emotional and physical well-being of our students through our Student Wellbeing and Physical Education / Sport programs. We have a history of policy development and initiatives in both of these areas and have a Teacher Reference sub-library dedicated to Welfare for staff and parent use.

St Mary’s strives to provide a stimulating and safe environment. An on-going ‘Grounds Beautification Program’ has seen the development of additional garden areas, synthetic grass playing and passive recreation areas, adventure playgrounds, sails to cover some play areas, numerous rain water tanks, resurfacing of asphalt areas, re-grassing high traffic sections of the oval and landscaping the area around the Railway Street entrance as well as all around our new TRI Centre. The children have adequate space for play activities within the school grounds.
The staff at St Mary’s is dedicated and hardworking. We have a broad range of levels of experience within our teaching staff and we believe this to be a strength. We have 18% of our teachers with a Masters degree.

Our teachers comply with Victorian Institute of Teaching specifications for registration. Our library is staffed by a Library Technician and we have four Teacher Aides that work in various classrooms with children who are on LNSLN funded programs and with those who have learning or behavioural needs.

Technology, Research and Information Centre (TRI Centre)
Principal’s Report

At St. Mary’s we value each child as a unique gift from God, something to cherish, to love and to respect. We hope that each child who enters St. Mary’s experiences a unique education, one filled with great adventures in learning, and one where Jesus Christ is the centre of all we do and all we are.

In 2012:

- Our inaugural combined celebration of Mary MacKillop’s Feast Day with St. Leo The Great School at St. Mary’s was a great success. We look forward to celebrating at St. Leo’s next year.
- Continued our focus on Personalised Learning supported by a school closure day working with Mr Daniel Birch (a leading authority on Personalised Learning). Daniel also conducted a Parent Information session that evening that was well attended.
- Whole staff assisted by Mr Brian Burgess (Insight SRC) reviewed the Insight SRC School Improvement Surveys – Staff responses. This gave us direction and purpose moving forward.
- Began work on preparing to implement the new Australian Curriculum in 2013 specifically in the areas of English, Maths, Science and History.
- Continued our focus on quality Maths teaching by engaging Mr Rob Vingerhoets (Maths Consultant & author) to run a number of demonstration lessons at various levels of the school at which teachers were released to observe and then debrief with Rob afterwards. Rob then ran a staff meeting attended by all the staff.
- Upgraded our school website and introduced a school Facebook page.
- Implemented a new Reporting package which included online Attendance records and student data organisation.
- The beginning of our implementation of “Kids Matter” – an Australian Primary Schools Mental Health Initiative.
- Our inaugural ‘Healthy Breakfast’ as part of our month long ‘Healthy Family Challenge’ was also a huge success.
- Our Walk / Ride to School Days and our Walking School Bus (on National Active Transport Days) remain very well supported with a high participation rate.
- We received and were trained in the use of our Automated External Defibrillator which was donated by the local Community Bank branches of the Bendigo Bank.
- Our annual Arts Spectacular was again a fantastic evening with all children performing an item in the church, the Art Show depicting their amazing artistic talents in the TRI Centre and the picnic meal including the Scavenger Hunt for all families in the school grounds.
- Our ongoing involvement in the Altona Beach Festival: swimming, singing and a float in the street parade.
- School Education Board members continued their valued contribution to the many and varied issues discussed. This two way communication is fundamental to the successful ongoing management and improvement of the school.
- The Parents & Friends Association again worked tirelessly in their two fold role within the school. That being: the enhancing of the welcoming, supportive and inclusive community that is St. Mary’s and also in fundraising for the school. Two highlights of the year were: The Family Film Night & The Healthy Living Vegie & Herb Fundraiser.
Education in Faith

Achievements

- Our school motto is a “Caring Catholic Community” and an important addition to our School Vision has been "In the Spirit of Mary MacKillop."
- The analysis of the data collected from the School Improvement Survey (2012) shows that staff, students and parents believe that St. Mary’s has a very strong catholic culture within our school community.
- Staff, students and parents rated Compassion with actual scores of 82, 93 and 88 respectively.
- The breakdown of the actual scores for catholic culture shows that we have maintained or improved in all areas with student scores being in the Top 25% of Victorian Catholic Schools for Importance, Opportunity and Compassion and parent scores in the Top 25% of Victorian Catholic Schools for Importance, Opportunity, Behaviour of Students and Compassion.
- The study of the data collected from the School Improvement Student Survey (2012) indicates very high scores for student in the areas of Purposeful Teaching - 82, Teacher Empathy - 84, Connectedness to School - 85, Student Motivation - 92 and Connectedness to Peers – 83.
- The analysis of the data collected from the School Improvement Parent Survey data shows parent perceive that there are significant opportunities provided to them to be involved in their child’s faith journey with an actual score for Opportunity of 94 and Importance - 83. Parent’s impression of Social Justice has improved from 77 (2011) to 80 in (2012).

VALUE ADDED

- Attending REL Western Regional network meetings and providing feedback to staff.
- Providing staff opportunities to attend RE professional development.
- RE planning is incorporated into regular Professional Learning Team and Staff Meetings.
- Encouraging the use of ICT in Religious Education Lessons.
- Continuing to use the CEOM ‘Coming to Know, Worship and Love’ curriculum framework to guide unit planning.
- Designated time for the school Sacramental Staff, REL and Parish Pastoral Associate to reflect and evaluate Sacramental programs.
- Unit planning incorporating an Inquiry approach for Years 3-6, and through the Good Shepherd Experience in P-2.
- Classes scheduled to attend weekday parish mass.
- School/Parish Eucharist celebrations for Mother’s Day, Father’s Day & Grandparent’s Day.
- Joint planning for feast day celebrations of Mary MacKillop with St. Leo’s Altona North.
- Establishing a Social Justice Student group MMCG (Mary MacKillop Children’s Group) to oversee the construction of a Mary MacKillop Garden and sign and to assist with planning for feast day activities with St. Leo’s Altona North.
- Prayer Assemblies prepared and presented by classes with a focus on Liturgical Year themes.
- Celebrating Catholic Education Week – Attend St. Patrick’s Day Mass.
- Change to School Vision Statement incorporating ‘in the Spirit of Mary MacKillop.’
## Learning & Teaching

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>97.6%</td>
<td>-2.4 %</td>
<td>97%</td>
<td>-0.6 %</td>
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<td>YEAR 3 WRITING</td>
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<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
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<tr>
<td>YEAR 3 SPELLING</td>
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<td>100%</td>
<td>0 %</td>
<td>100%</td>
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<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
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<td>+2.2 %</td>
<td>97%</td>
<td>-3.0 %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
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<td>97.6%</td>
<td>-2.4 %</td>
<td>93%</td>
<td>-3.6 %</td>
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<tr>
<td>YEAR 5 READING</td>
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<td>100%</td>
<td>+2.7 %</td>
<td>92%</td>
<td>-8.0 %</td>
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<td>YEAR 5 WRITING</td>
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<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
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<td>100%</td>
<td>0 %</td>
<td>93%</td>
<td>-7.0 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>97.4%</td>
<td>-2.6 %</td>
<td>100%</td>
<td>+2.6 %</td>
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</table>

### Achievements

The above table shows that:

- In Year 3 Reading we have achieved 97% of students meeting or above the National Minimum Standard. This is a minimal decrease from 100% (2010) and 97.6% (2011).
- In Year 3 Writing and Spelling we have maintained 100% of students meeting or above the National Minimum Standard from 2009 – 2012.
- In Year 3 Grammar and Punctuation we have achieved 97% of students meeting or above the National Minimum Standard. This is a minimal decrease from 97.8% (2010) and 100% (2011).
- In Year 3 Numeracy we have achieved 93% of students meeting or above National Minimum Standard. This is a minimal decrease from 100% (2010) and 100% (2011).
- In Year 5 Reading we have achieved 92% of students meeting or above the National Minimum Standard. This is a minimal decrease from 97.3% and 100% (2011).
- In Year 5 Writing and Spelling we have maintained 100% of students meeting or above the National Minimum Standard from 2010 through to 2012.
- In Year 5 Grammar & Punctuation we achieved 93% of students meeting or above the National Minimum Standard. This is a minimal decrease from 100% (2010) and 100% (2011).
- In Year 5 Numeracy we have achieved 100% of students meeting or above the National Minimum Standard which is a 2.6% increase from 97.4% (2011) and equal to our 2010 achievement of 100%.
The Literacy results demonstrate that all students in Years 3 and 5 were at the expected level in Writing and Spelling. Most students were at the expected level for Reading, Grammar and Punctuation in Year 3 and 5. We acknowledge the need to continue to focus on these areas to raise the standard of all students.

The Mathematic results demonstrate that most Year 3 students are at the expected level but there is still a need for improvement. Year 5 results show that most students are at the expected level and there has been an improvement in this area.

Results for this year have been analysed by teachers and areas within Literacy and Mathematics that need to be improved have been identified to assist with further achievement.

The following have assisted us obtaining these achievements:

- Further embedded inquiry and personalised based learning approaches and provided rich tasks that have challenged and extended students.
- Professional Learning Teams meet regularly to plan, discuss and evaluate learning and teaching.
- Learning and Teaching Leader, Religious Education Leader, Literacy Leader and Maths Leader allocated time to attend classroom teachers weekly and term planning sessions.
- Allocation of one day per term for teachers in all year levels to do ‘Big Picture’ planning and goal setting for Curriculum areas.
- Parent Information sessions and curriculum reading material.
- Numeracy and Literacy weeks whole school activities.
- Transition Program – “Getting A Good Start” involving pre-school students and parents.
- Fortnightly School Leadership Team meetings and Curriculum Team meetings.
- Planned and sequential Professional Development Program involving all teachers.
Student Wellbeing

Achievements – Value Added

- Joined Kids Matter
- Professional Learning – Positive School Community (Kids Matter)
- Professional Learning – Team Work / Collaboration
- Healthy Family Challenge
- Walk / Ride to School Days
- Walking School Bus (on National ‘Active Transport’ Days)
- Monthly Health & Wellbeing Newsletter
- Visiting psychologist from Onpsych (weekly)
- Children’s Awards: Aussie of the Month / Doing It Right / From the Principal
- Support group for parents of children with ASD / ADHD
- School Assembly / School Prayer Assemblies

STUDENT SATISFACTION

- Our student data shows that our students feel a Connectedness to Peers and a Connectedness to School with scores being maintained in the mid 80s in both areas.

- Learning Confidence’s actual score has also been maintained in the high 70’s.

- When looking at Student Motivation we find that our students are motivated to learn and be involved in the school community. With a score of 92 we are placed in the top 25% of Victorian schools.

- We have seen a rise in our scores for Purposeful Teaching and Teacher Empathy to 82 (2011 – 80) and 84 (2011 – 81) respectively.

- Our parents believe that the children are developing effective Social Skills at St. Mary’s. In this area our actual score rose from 80 (2011) to 81 in 2012. They are also happy with their children’s Connectedness to Peers. Our score has been maintained at 84 and sees us placed in the top 25% of Victorian schools.
Footy Fun Day

Walk Safely to School Day

Year 5/6 Pasta Making

February Walk Ride to School Day
Leadership & Management

Achievements

- One initiative that was a focus this year was the instigation of School Action Teams. There was an Action Team created for each of the five spheres of the School Improvement Plan with a member of the School Leadership Team being responsible for each Action Team. All teachers were asked to select two teams they would like to be part of and we then placed teachers evenly across the four spheres, with most teachers getting their first preference. This left the School Leadership Team to be responsible for the Leadership & Management sphere. Time was allocated during staff meetings for the Action Teams to meet and to drive development in their particular sphere.

- We were also part of an Action Research project conducted by the Catholic Education Office - Western Region on Personalising Learning. This was driven by our Learning & Teaching Action Team, who attended Professional Development sessions organised by CEOW and then conducted follow up staff meetings at school as well as working with individual levels and class teachers. This project was supported through a School Closure Day where Daniel Birch (Director of Discovery 1 school in New Zealand and a leading authority on Personalised Learning), was employed to work with our staff for the day. He worked with the whole staff on what really was ‘Personalised Learning’ and what planning needed to take place for this to be achieved. Daniel then spent time working specifically with each level of teachers within the school. Daniel also ran an Information session for parents that evening that was very well attended.

- We employed Mr. Brian Burgess (Insight SRC) to run a School Closure Day in May in which the entire staff attended. His brief was to unpack the Insight SRC School Improvement Surveys – Staff responses. This was an informative and productive day which gave us direction and purpose for the remainder of the year.

- In reviewing our Year 3/4 Swimming Program it was decided to change from being a Yr 3/4 program to a Prep to Year 2 Program and to also change the venue. The two major reasons being we believed the needs of the children at the Year 3/4 level were not being met and the travel costs involved were becoming prohibitive. Re locating to a smaller pool around the corner eliminated travel costs. Term Four timetabling meant we were preparing these children for the upcoming summer. The younger children benefitted from the smaller pool.

- We intend to introduce a Bike Education Program for our Year 3/4 ‘s in 2013.

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<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>85.58 %</th>
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<td>STAFF RETENTION RATE</td>
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TEACHER QUALIFICATIONS

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<th>Qualification</th>
<th>Percentage</th>
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<td>Masters</td>
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<tr>
<td>Diploma Advanced</td>
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<tr>
<td>No Qualifications Listed</td>
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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

- Spelling Prep – Yr 2 & Yr 3 – Yr 6
- Reading to Learn
- Reading Assessment
- Success for Students with Dyslexia
- Reading Recovery sessions
- Oral Language
- Mediation in the Classroom
- Mathematics Cluster meeting
- Reflection and Direction
- Whole School Approach to Personalising Learning
- Personalised Learning with Daniel Birch
- Visible Learning Foundation Seminar
- Assisting students with Hearing Loss
- A Positive Approach to Managing Student Behaviour
- Kids Matters
- CPR Training & General First Aid
- Level 2 First Aid training
- Zart Art Christmas
- Provisionally Registered Teacher P.D. Part 1 & 2

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 20

AVERAGE EXPENDITURE PER TEACHER FOR PL $2,395.80
STAFF COMPOSITION

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<th>PRINCIPAL CLASS</th>
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<td>TEACHING STAFF (HEAD COUNT)</td>
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<tr>
<td>FTE TEACHING STAFF</td>
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<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
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<td>FTE NON-TEACHING STAFF</td>
<td>5.41</td>
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<tr>
<td>INDIGENOUS TEACHING STAFF</td>
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TEACHER SATISFACTION

- Our staff climate data shows we have maintained our improvement in Supportive Leadership from an actual score in 2010 of 66 to 70 in 2012.
- We also maintained our actual score in Ownership of 72 from 2011 to 2012.
- Teamwork has increased from 65 in 2011 to 68 in 2012.
- Teacher Confidence has been a focus and has improved from 78 in 2011 to 89 in 2012.
- Parent Partnerships has also increased from 69 in 2011 to 74 in 2012.
- Role Clarity has also improved slightly from 70 in 2011 to 72 in 2012.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>93.54 %</td>
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<tr>
<td>Year 2</td>
<td>94.73 %</td>
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<tr>
<td>Year 3</td>
<td>95.81 %</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.11 %</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.73 %</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.41 %</td>
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<tr>
<td>Overall average attendance</td>
<td>96.7 %</td>
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- Parents are asked to contact the school on the morning that their child is going to be away. When the child returns to school they are asked to bring a written note from their parents explaining the reason for the absence. We will contact families if a child has been away for a number of days and we haven’t been contacted.
School Community

Achievements
- Parent discussion groups on a range of school initiatives
- Intensive Transition program from Kinder to Prep (incorporating GAGS Program)
- Kelly Sports Activities at Lunch time and After School
- Arts Spectacular: Art Show & Musical Concert
- Sing / Dance / Drama sessions at Lunch time
- Upgrade to the School Website
- Library Lunch time activities
- Fun & Fitness Before School
- Family involvement in Sacramental Program
- Walk or Ride to School Days & Walking School Bus
- Involvement in ‘Kids Go For Your Life & Healthy Eating Schools program
- Support Group for parents of children with ADHD and/or Aspergers
- Creation of a School Facebook page
- Open mornings for current and perspective parents to visit classrooms

Parent Satisfaction
- The analysis of the data on parent opinion showed that we had maintained a consistent level in many areas in 2012.
- Our comprehensive and intensive Transition Program was acknowledged with a score of 79.
- This was further supported by parents’ response to our Reporting of Student Progress which was scored at 70.
- A pleasing consistency in General Satisfaction from 2007 to 2012 with a score of 79 is testament to the growing parent/school partnership opportunities which we offer and encourage within our school community. Our Actual Score of 72 in Parent Partnership which is a new area, was proof of our efforts to work as one within our school.
- Parent opinion on Student Motivation has maintained a score of 78 (2011 – 78).
- We have remained consistent in our Connectedness to Peers with a score of 86 (2011 – 86) and when compared to all Victorian Primary Schools we are in the top 25%. This is supported by scores in Connectedness to School score of 82 (2011 – 80).
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH (Tuition)</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
<td>30,968</td>
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<tr>
<td>State government recurrent grants</td>
<td>578,460</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>1,674,166</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,429,030</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,900,749</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>107,255</td>
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<tr>
<td>Other capital income</td>
<td>8,752</td>
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<td><strong>Total capital income</strong></td>
<td>116,007</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>66,669</td>
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<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
<td>71,234</td>
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Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. This information is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.