

ST DAMIAN'S CATHOLIC PRIMARY SCHOOL

BUNDOORA

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2015



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Contact Details

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Minimum Standards Attestation

I, Rosanna Piccolo, attest that St Damian's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

“Alive in the Spirit, we journey together, engaging with the present, shaping the future.”

School Overview

St. Damian's Parish Primary School was established on 26th April 1966. From its beginning, St. Damian's School developed under the care of the Sisters of the Order of St. Clare (Poor Clares), who came from Sydney. Sister Angela was the founding Principal. Much of what is commonly referred to as the "Spirit of St. Damian's School" was established during those foundation years by the Order of St. Clare Sisters.

The first lay teacher joined the staff in 1968. The first lay Principal was appointed in 1983, the same year that the Order of St. Clare Sisters concluded their work in the Parish and returned to Sydney

The school opened with an enrolment of forty children. Growth was rapid during the subsequent years with enrolments reaching 550 pupils in 1977 and peaking at 780 in the early 80's. There was a gradual decline in enrolments during the 1990's as the demographics changed with numbers gradually decreasing. In 2015 the school enrolment was 464 students.

In 2015 the class groupings were as follows:

Foundation	- 3 classes
Year 1/2	- 5 classes
Year 3/4	- 5 classes
Year 5/6	- 5 classes

St Damian's is situated in a multi-cultural area, with our data indicating that 33% of the population in the St Damian's catchment area born overseas. 29% of the families are from a non-English speaking background and the dominant non-English speaking country of birth is China. With the recognition that the family population consisted of a growing enrolment of EAL students, the school increasingly used the services of Interpreter services to support better communication between home and school.

In 2015 St Damian's School entered into the initial phase of a new School Improvement Plan as a result of its cyclical review process in the five spheres of schooling. This process served to identify the strengths within the school and also challenges which needed to be addressed. The new School Improvement Plan has set the directions for the next four years based on the identified needs.

Principal's Report

Dear Parents of St Damian's School

On behalf of Father Vincent Le and the staff of St Damian's school, I am pleased to present to you the Annual School Report for 2015.

The 2015 school year marked a significant change for St Damian's School with the appointment of a new Principal. Under the guidance of our Parish Priest, Fr Vincent, the school leadership worked together with the Principal to maintain the school's high standing in the community. Being in its second year of the Review cycle, St Damian's underwent a Change 2 Process focused on developing a culture of feedback across the school, thereby strengthening collaboration and continuing to build teacher capacity. The result of this work has empowered staff to better cater for the needs of students as well as enabling students to improve outcomes. This work will continue in the 2016 school.

Each year at St Damian's we set the school motto, based on the school's Vision. For 2015, our school motto was, "Jesus asks us to be the hope for a better tomorrow." Part of the work in Religious Education was centered on making this a reality with the emphasis placed on empowering students to make a difference to their school, families, community and the world in which they live. As a result of this focus, many social justice issues were highlighted with students taking action in many forms, such as *crazy sock day* benefitting children in Madagascar to fit in with Anti-Poverty week and a raffle for the Nepal Earthquake victims. Staff, with assistance from parents, also held *The Biggest Morning Tea* in support of the Cancer Council.

Our FIRE Carrier initiative continues to gain momentum with students being provided authentic learning opportunities. Our students engage with a variety of cross-curricula priorities, especially in the area of Aboriginal Perspectives. To help support student learning staff are also encouraged to be commissioned as FIRE Carriers complementing the work done throughout the school. Another two staff were given the opportunity to participate in the Lake Mungo P.D. offered at the beginning of each year.

Special highlights of the year were the camp experiences for all students from Foundation to Year 6, the annual sports day, the Carols evening, the *Learning Journey* evening for parents with the major highlight being the Art Show held in September.

I look forward to the 2016 school year working alongside the St Damian's community to further develop the Catholic Faith, academic excellence and social and emotional competencies to enable this vibrant learning community to continue to thrive.

Rosanna Piccolo

Education in Faith

Goals & Intended Outcomes

- To develop a culture where Catholic Identity is explored through a contemporary approach to learning
- That the level of student and staff knowledge and sense of importance about participating in prayer, liturgy, sacrament and R.E. learning be improved.

Achievements

Education in Faith at St Damian's in 2015 saw many opportunities for the school community to continue to strengthen and develop our Faith. This was supported by the competent leadership of our Parish Priest Father Vincent Le and our Religious Education Leader who has both a Masters of Religious Education and a Masters of Educational Leadership. As a faith community we focus our attention on the faith formation of all in the community through the provision of the Religious Education Curriculum based on the resources recommended through the Catholic Archdiocese of Melbourne. To complement these resources, we also adopt an annual theme, which for 2015 was 'We are the hope for a better tomorrow,' which linked in with our Vision Statement and is reflected in our inquiry learning throughout the year. In 2015 we began the process of drafting a new school prayer. In preparation for this Dr. Marg Carswell facilitated a Professional Learning day for staff which focused on prayer and scripture. Father Vincent, the staff, a parent representative group and a student representative group then gathered together to work on drafting a prayer that reflected our community here at St Damian's. This was a lengthy process and, once completed our school prayer was presented to the Education Board for ratification in early 2016. The School Prayer is now extensively used across the school, especially at Whole School Assemblies and at meetings.

Sacramental Programs

The students in Year 3 received the Sacrament of First Reconciliation in March and the Year 4 students received the Sacrament of First Eucharist in August. First Reconciliation was celebrated during the evening with families and other family members invited to support the candidates. First Eucharist was celebrated during four weekend Parish Masses. The First Eucharist preparations included, a day of reflection for students and a workshop evening session where students were joined by their parents to further enhance their preparation for the reception of this Sacrament.

The Sacrament of Confirmation was conferred on students in Year 6 by Bishop Terry Curtin. Part of the preparations for this Sacrament included a Reflection Day for students facilitated by their teachers and a workshop evening session for both candidates and their parents.

Parents were invited to support their children in their preparations to receive the Sacraments through participation in formation evenings facilitated by Denise Arnel and attended by Father Vincent and staff from the school. The students receiving Sacraments during the year were also invited to participate in Presentation Masses where they were prayed for by the Parish Community and accepted as Sacramental Candidates.

All of the sacramental programs were well supported by both Parents and the School/Parish community.

VALUE ADDED

- Regular whole school Liturgies to celebrate Feast Days and other special occasions
- Year Level Masses supported by family and friends
- Further embedding of Prayerful Meditation – All members of the school community meditate daily and at the same time, with a focus on Sunday's Gospel reading
- Effective preparation of all students for the Sacraments, including meaningful workshop evenings and reflection days
- Adult faith formation sessions facilitated by Denise Arnel.
- Celebrations of Reconciliation in March, Confirmation in May and Eucharist in August
- Celebration of St Damian's Feast Day with a Liturgy and activities for the community
- Professional learning for all staff related to hermeneutics
- Professional learning for all staff in relation to dialogue in Religious Education
- Religious Education Leader planning with staff in teams
- Continued learning for students about Social Justice and 'Outreach' activities within the school such as supporting the Vinnies Winter Appeal
- Celebration of a 'Crazy Socks Day' in support of Catholic Missions
- Regular support of many charities including Caritas, CatholicCare, Project Compassion and St Vincent De Paul.
- Celebration of Grandparents/Family/Friends Day with a Mass, Morning Tea and various activities
- Continued student attendance at the St. Patrick's Day Mass during Catholic Education Week

Assessment Procedures

The ongoing assessment of student learning is an important component of learning and teaching. The assessment process is supported by purposeful and meaningful tasks which allow students to demonstrate their understanding and knowledge as well as reflect on their participation and articulate their beliefs.

In 2015 we continued to assess Religious Education across the school using the CEO Tracking Tool. Teachers also moderated samples of student work using this tool which looks at the four elements of Faith Development. The opportunity to gather and dialogue as a staff afforded us time to reflect on student learning in Religious Education This opportunity also enabled teachers to support their planning of lessons with a focus on inquiry learning as a means to delve into the Church's teachings.



Grandparents' and Special Friends Day

Learning & Teaching

Goals & Intended Outcomes

To create and sustain a learning culture that is personalised and collaborative

- That student outcomes in Reading and Writing improve
- That student outcomes in Numeracy improve

Achievements

Literacy

- Two Literacy leaders (F-2 & 3-6)
- Continued participation in the Learning Assessment Project (L.A.P.)
- Introduction of PAT Reading assessment
- Literacy action plan documented
- provision of Reading Recovery at 0.6
- fortnightly Professional Learning Team Meeting (P.L.T.)
- facilitated planning in teaching teams timetabled with curriculum leaders
- continued implementation of Prep-Year Six Assessment schedule
- celebration of literacy/ numeracy/book week
- professional development for leadership
- literacy resources purchased and updated

Mathematics

- Two Mathematics Leaders, Foundation – Yr 2 & Yr3-6 (0.2 allocation for each)
- fortnightly Professional Learning Team Meetings (P.L.T.)
- continuation of modified ENRP Mathematics Testing for Foundation Year
- continuation of PAT Maths Testing Year One to Six, twice a year
- participation in the Australian Mathematics Trust Competition for Year Three to Six
- Mathletics online resource trialed in Years One to Six
- Year Five and Six student participation in northern zone 24 Game Tournament
- professional development for New Leader
- mathematics resources audited and new resources purchased

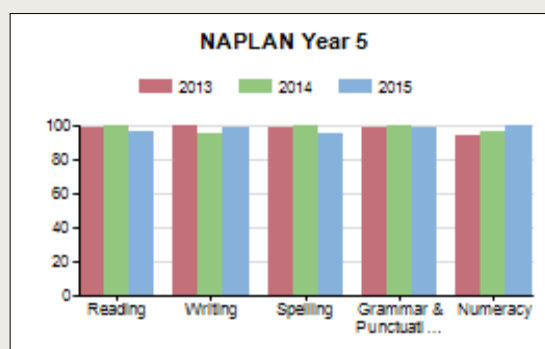
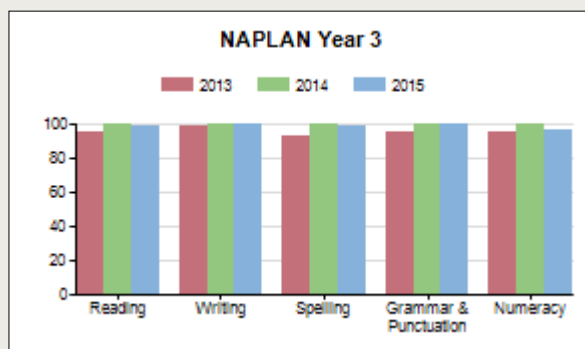
Overall Curriculum

- Regular Support Group meetings for students requiring additional support
- Additional Learning Support Staff employed to assist students
- Selected staff members attended professional learning targeting Autism Spectrum disorder, visual impairment and strategies to manage challenging behaviours
- Provision for Staff Teams to plan on a termly basis to cater for student learning
- Protocols reinforced for meetings, facilitated and team planning processes strengthened
- Supported planning in teaching teams timetabled with curriculum leaders
- Continued implementation of Foundation – Year Six Assessment Schedule
- Personalised Learning strengthened in all classrooms
- Attendance by selected staff in the Thinking and Learning Conference
- Further developed ICT skills ensuring staff utilise educational online spaces as part of the curriculum to enhance student engagement
- Attendance by a large cohort of staff at the Google Summit in preparation for the implementation for GAFE
- Commissioning of four students, Principal and two teacher 'FIRE Carriers'. Newly commissioned teachers attended Lake Mungo P.L.
- Procedures adopted to ensure consistent assessment and organisation of assessment practices
- Further strengthened staff capacity in the Victorian Curriculum through PL meeting

- Regular curriculum 'showcases' for parents, highlighting students' learning
- 'learning journey' for parents continued
- Camp Experiences introduced for all year levels reflected in a revised camp Policy
- Attendance by relevant staff at the ACHPER Conference
- School Closure Day focused on managing students with ASD facilitated by Dan Petro
- Bi-Annual Art Show
- Christmas Carols presentation

STUDENT LEARNING OUTCOMES

The tables below indicate the NAPLAN benchmark results over the 2013-2015 years.



The 2015 NAPLAN data indicates that 100% of students in Year 3 achieved the benchmark standards in Writing and Grammar & Punctuation, 98.5% achieved the benchmark in Reading and Spelling and 97% achieved the minimum standard in Numeracy.

In Year 5, 100% of students achieved the NAPLAN benchmark in Numeracy, 98.5% achieved the benchmark in both Writing and Grammar & Punctuation, 97.1% achieved the benchmark in Reading, and 95.6% achieved the benchmark in Spelling.

Writing

- In Year Three, Writing NAPLAN results in 2013 show a 1.4% increase in 2014 and remaining consistent at 100% in 2015.
- In Year Five, Writing NAPLAN data shows a -5% decrease in 2014 however in 2015 there was a 3.0% increase from the previous year with 95% achieving the benchmark in 2014 to 98% in 2015.

Reading

- The Year Three Reading the results have fluctuated during the three years from 2013-2015 with a 4.3% increase in 2014, however the 2015 results indicate there has been a slight decrease of -1.5% from 2014.
- Year Five Reading results have also shown a fluctuation with an increase of 1.4% in 2014 with a slight -2.9% decrease in 2015.

Numeracy

- Year Three data reflects a significant increase of 4.3% in 2014 and then a slight dip with a decrease of -3.0% from 100% in 2014 to 97.1% in 2015.
- Year Five results in Numeracy show an upward trend with a consistent increase of 2.3% from 94.4% to 97% in 2014 and then another increase in 2015 of 3.3% to reach 100%

Spelling

- Year Three Spelling results indicate a significant increase of 7.1% in 2014 from 2013 to then decrease slightly by -1.5% in 2015.
- Year Five results show a significant fluctuation with a 1.4% increase in 2014 from 98.6% to 100% and then a decrease of -4.4% in 2015 from 100% down to 95.6%.

Grammar & Punctuation

- Year Three results of 100% remained consistent with 2014 after increasing by 4.3% in 2015.

Year Five data shows an increase of 1.4% in 2014 of 100% from 98.6%, however in 2015 there was a slight decline of -1.5% with 98.5%.

Learning Journey evening



Science Incursion



Student Wellbeing

Goals & Intended Outcomes

- To develop strong relationships where all students feel safe and secure
- That student engagement in learning is improved.
- That student behaviour in the classroom and across the school is improved.

Achievements

Building teacher capacity in Social Emotional Learning (SEL) was further developed and actively scaffolded and supported throughout the year. Members of the Student Wellbeing Core Team attended SEL Professional Learning provided by Catholic Education Melbourne in conjunction with relevant field professionals. The team worked collaboratively to plan for the explicit teaching of SEL core competencies within their respective year levels. These core competencies included self-awareness, self-management, social awareness, responsible decision making and relationship skills. This learning was then shared with all staff during staff meetings.

Our expectations of student behaviour were made explicit across the school, through the introduction and deconstruction of our three school wide expectations of 'Do Your Best, Help Others Succeed and Respect the Environment'. Student behaviour was linked to these expectations and students were encouraged to achieve their full learning potential.

For those students identified as requiring another level of support, outside agencies and Support Services from the Catholic Education Office were utilised to tailor to the students' specific needs. In addition, we had a whole school closure day facilitated by behavioural analyst – Dan Petro. This provided staff with practical strategies to utilise with students who present challenging behaviours.

Furthermore, we developed our Positive Relationships Policy to reflect the Restorative Approach and this was made available to all families.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.39
Y02	92.52
Y03	95.56
Y04	93.10
Y05	93.55
Y06	94.08
Overall average attendance	93.53

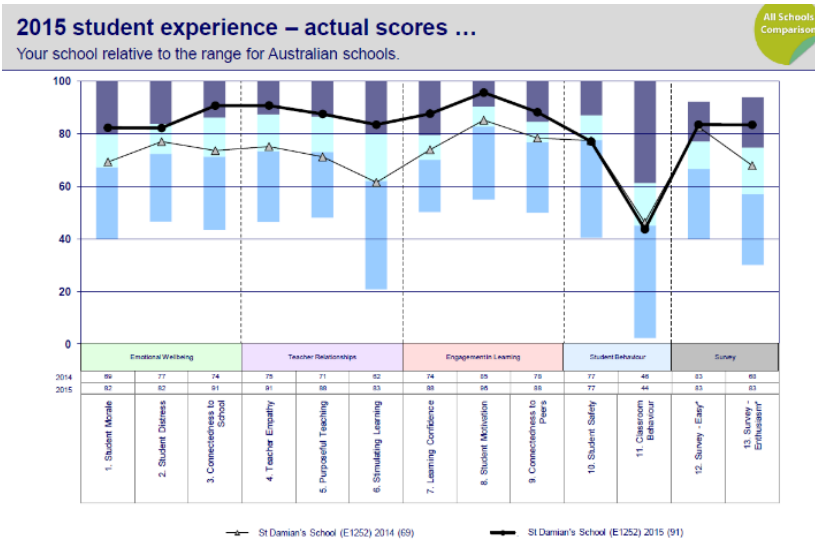
If students are absent from school there is a school expectation that parents inform school in writing of the reason for the absence. If parents know in advance that their children will be absent there is an expectation that they notify the school of the reason and the expected number of days of absence. If students are absent for an extended period without notification to the school the teacher or principal contacts the parents.

VALUE ADDED

- Student Wellbeing Leader completed her Masters Studies in the area of Student Wellbeing
- Regular, ongoing learning for Student Wellbeing Leader
- Positive Relationships Policy introduced and distributed to all families
- Three school wide behavioural expectations implemented
- Student Wellbeing Leader actively supporting implementation of SEL strategies for classroom teachers
- Numerous resources purchased to support the Student Wellbeing area
- Professional learning for all staff relating to social and emotional learning
- Professional learning on 'Circle Time' and Restorative Practices' for staff
- Student Wellbeing Core team strengthened and continued
- Whole staff professional learning with Dan Petro on 'strengthening pedagogical practices in managing difficult behaviours'
- Continuation of lunchtime clubs such as gardening, ICT, art and craft, outdoor games and dancing
- Continuation of Prep and Year Six 'buddy system' to support our transition to school and leadership program
- Provision of additional extra-curricular activities such as school choir, school band and the Primary Music Program
- Student Representative Council strengthened
- Student Support team continued
- Provision of a residential school psychologist from NIRODAH
- Seasons Program continued
- Daily Meditation continued



The students participating in a Golf Program and the annual camp experience at Kangarooobi for the senior students.



STUDENT SATISFACTION

The student data indicates that students experience a high level of engagement and are highly motivated to learn therefore enabling them to experience a high degree of learning confidence. The focus on student wellbeing across the school has resulted in significant improvements and gains with the Student Morale and Connectedness to School data. The results also clearly indicate that students believe teachers were very empathetic and met their learning needs through purposeful teaching and stimulating learning.

The Student data also indicates a continuing concern regarding classroom behaviour. It could be surmised therefore, that a small number of students across levels may at times require extra intervention which would impact on class and playground interactions and influence perceptions.



Annual School Sports Day

Leadership & Management

Goals & Intended Outcomes

- To build and sustain a school culture that is committed to excellence and continuous school improvement
- That clarity and empathy improves
- That staff engagement improves

Achievements

Our highly skilled and committed teaching staff continued to be focused on providing a quality curriculum for all students. Their focus on tailoring learning programs to personalise the students' learning was aimed at maximising student engagement and improving student outcomes. In 2015 we identified the following as achievements in Leadership and Management:

- All staff encouraged to undertake professional learning to develop skills and improve teaching practice in accordance with the School Improvement Plan and specific needs of staff
- Focused weekly Professional Planning Team meetings focused on student learning and improving student outcomes
- Strategic approach to weekly Learning and Teaching Meetings
- Focussed weekly Leadership Team Meetings
- Increase in number of teaching staff undertaking the responsibility of leading and managing school and community projects
- Supported planning with Domain Leaders in teams
- Whole staff released each term, in levels to ensure consistent term planning
- process for induction continued to support new staff
- Staff in positions of Leadership attend Network Meetings in the following areas:- Maths, Literacy, Wellbeing, Deputy Principal, Learning & Teaching, Student Services, Religious Education and Principal
- School Closure days were used as opportunities for the whole staff to work on developing a consistent and cohesive approach to working with students diagnosed with ASD.
- Regular meetings and participation in community networks
- A team of staff trained in the Change 2 Process led the staff through a process to imbed a culture of feedback throughout the school, in line with the School Improvement Plan.
- School Psychologist onsite and outside agencies used to support students with identified needs.
- School Leaders support teaching staff through coaching and mentoring to assist with development of best practice
- Annual Review Meeting with Principal to assist with appraisal and feedback



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Literacy Assessment Project (LAP)
- New Mathematics Leaders Course
- Leadership Programs
- Lake Mungo Residential Experience (FIRE Carriers) – 2 staff
- Aspiring to Principalship for Deputy Principal
- Administrative Training
- Epilepsy training for all staff
- GAFE Google Summit – 16 staff X 3 days
- ACHPER Conference
- Prayer – Marg Carswell – whole staff
- Addressing Difficult Behaviours – Dan Petro – whole staff
- Understanding Autism Spectrum Disorder
- Dealing with childrens' anxiety – Kalparin
- Thinking and Learning Conference – Hawker Brownlow – 2 staff X 3 days
- Student Wellbeing Core SEL Competencies
- Eastern Region Network Professional Learning for Leaders – 8 staff

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

40

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2 206.00

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

79.88%

STAFF RETENTION RATE

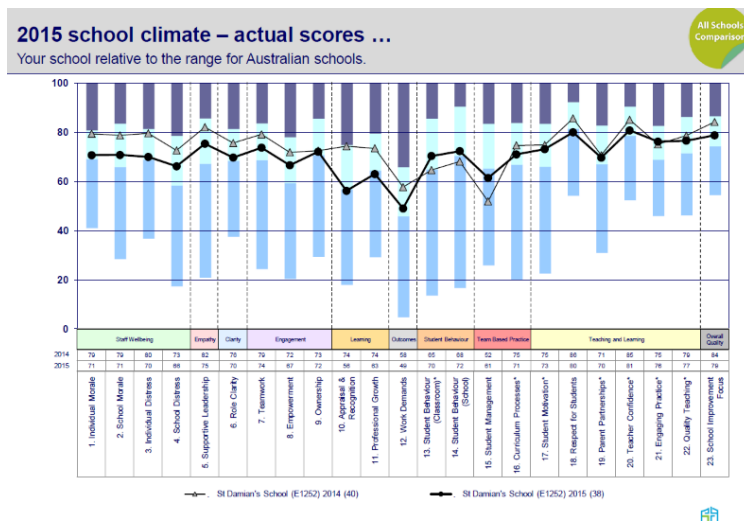
Staff Retention Rate

96.67%

TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	35.71%
Graduate	17.86%
Certificate Graduate	14.29%
Degree Bachelor	71.43%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	40
FTE Teaching Staff	33.500
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	10.567
Indigenous Teaching Staff	0



TEACHER SATISFACTION

Our school climate data indicates that Staff Wellbeing, including Empathy and Clarity has dropped slightly from the previous year. This may have been impacted with a change of Leadership at the beginning of the year, where staff are adjusting to different ways of working. The data, does indicate and reflect a positive tone across the school with strong curriculum processes in place which strengthens their team based practice. There is also a strong sense of satisfaction with their ability to provide a quality education for their pupils. The data also indicates strong growth in teaching and learning with gains in respect for students and teacher confidence.

In the area of student behavior, the data suggests that the processes and methods developed have had a positive influence in supporting students to manage their own behaviours, at all areas of the school.

As a staff we will focus on building a more positive and cohesive professional culture. We believe that increasing staff morale stems from staff having a greater sense of empowerment and feeling supported to continually improving their practice.

School Community

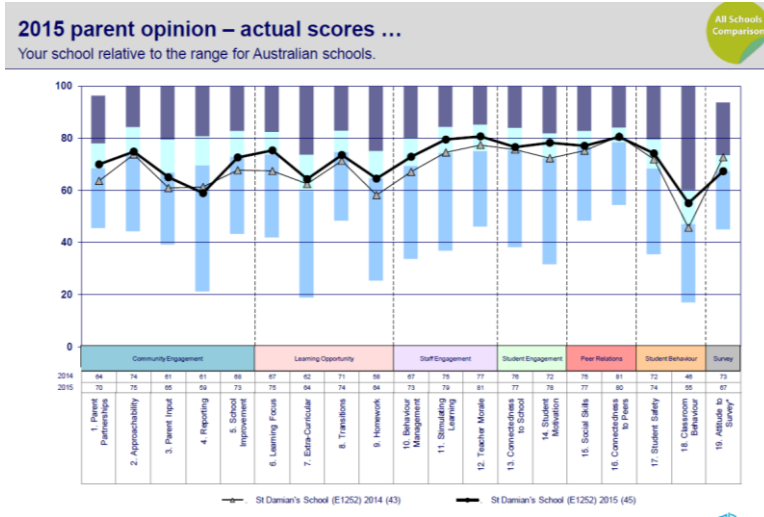
Goals & Intended Outcomes

- To authentically engage with families and the wider community to improve student wellbeing and learning
- That partnerships with and input from families improve

Achievements

St Damian's School continues to offer a wide variety of activities and opportunities for the school and wider community to interact. During 2015 the following achievements and ongoing practices ensured the smooth running of our school in the area of School Community:

- Continue to adhere to charter and guidelines for the Education Board
- Active Parents' Committee
- Continued focus on building links between school and parish community e.g. Staff Commissioning and Prep Welcome Mass
- Transition program linked to local pre-schools and secondary schools and Orientation programs across the school
- Open Days held during Catholic Education Week
- Community Program linked to local secondary schools, e.g. Parade College
- Pre-Service Teachers from ACU working with experienced teachers from our school
- Work Experience students from around the local area.
- Continued parent education opportunities –e.g. Faith Development Evenings, Blogging workshops, Literacy parent helper support course.
- Additional 'curriculum' show cases for parents
- 'Learning Journey' evening for parents
- Successful implementation of the Community Arts Project
- Parental support of school programs, through classroom helpers program, etc.
- Support group meetings, with parents and where applicable with outside agencies, to provide extra assistance to students with additional learning needs.
- Attendance of parent community welcome at fortnightly school assemblies
- Continued focus on social justice issues both in the community and globally
- Regular support of charities and appeals such as Caritas, CatholicCare, Project Compassion, St Vincent De Paul
- Participation in parish Masses and other parish events
- Book Week Parade
- Involvement in wider community events such as entertaining residents at Vasey House Bundoora Extended care
- Participation in local council (Whittlesea) Sorry Day
- 'Walk Safely to School Day'
- Parent participation in classroom programs, sausage sizzles, class Masses, open days, school tours, assemblies, sporting events, incursions and excursions
- Successful and extremely well attended 'Grandparents, Family, Friends Day'
- Communication with parents via the newsletter, school website, email and electronic application
- Continuation of using school app. 'Tiqbiz' to strengthen communication across the school
- Celebration of a 'Carols Evening' in December



PARENT SATISFACTION

The parent survey in 2015 continued to show improvement in community attitude to the school with the majority of indicators showing an upward trend.

The parent opinion data indicates a parent perception that both staff and student engagement with school was high and that teachers were committed to improving their work to improve student engagement. The data also indicates that parents felt reasonably satisfied with the school’s ability to provide a safe learning environment, however, the lower results in student behaviour may have stemmed from perceptions related to instances where students have required extra support to better manage their behaviour on yard or in the classroom.

The main area that reflects parent concern is around classroom behaviour. This may be the result of a perception that some students require a higher degree of intervention to manage their behaviour within the classroom. Further work in this area will need to be undertaken



Year 6 & Prep Buddy program



Parents accompanying students on an excursion

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	305 415
Other fee income	224 431
Private income	53 694
State government recurrent grants	856 065
Australian government recurrent grants	2 874 804
Total recurrent income	4 314 409
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	3 144 980
Non salary expenses	915 346
Total recurrent expenditure	4 060 326
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	277 916
Other capital income	6000
Total capital income	283 916
Total capital expenditure	287 098
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	992 904
Total closing balance	1 299 634

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.