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Contact Details

| ADDRESS | 10 College Street  
Caroline Springs VIC 3023 |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Kate Dishon</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr John O'Reilly</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Fr John O'Reilly</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9217 8000</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@crccs.catholic.edu.au">principal@crccs.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.crccs.catholic.edu.au">www.crccs.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Kate Dishon, attest that Catholic Regional College Caroline Springs 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our College Vision

Catholic Regional College Caroline Springs
Vision Statement

Our school motto, Live Fully Act Justly, makes two distinct claims on us as a Catholic school. It invites us to recognise and appreciate the ‘fullness of life’ that the College community enjoys.

Our students are vital, enthusiastic young people who are connected to families who are genuinely interested in them, and parishes which have nurtured their minds and spirits. Connection to the Federation of Catholic Regional College means we enjoy the collegial support of others to whom we are connected in story and practice. We have access not only to resources and materials but to the wisdom, encouragement and support of others who share our mission. The facilities, those in existence and those planned for, provide us with the means of incorporating the latest in educational theory and technology. This opens us to possibilities which are exciting and new. The staff who choose to work at Catholic Regional College Caroline Springs are skilled professionals. However, in choosing to work at a new Catholic College, the staff make a strong commitment to hard work and shared responsibility. We are indeed privileged.

However, our claim to be a school community which acts justly challenges us to never take for granted what we enjoy.

We are called to ensure that our day-to-day contact reflects our commitment to be just to ourselves and to others. We are to seek actively for others what we ourselves experience; to share what we have, to question why others live without in a world which has enough for all, and to challenge structures and beliefs which work to keep people in poverty and oppression. Moreover, we are called to guard against complacency and comfort which can mask the call for us to do what is right and good and holy. In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

Learning: in all forms, styles and situations; formal and informal, mutual and collegial  
Stewardship: of all in and of God’s creation; self, others and the world  
Compassion: which, guided by respect, moves us to action  
Prayer: as a way of living and knowing

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God’s love.
College Overview

Catholic Regional College Caroline Springs was established in 2007 to provide Catholic Secondary education for the residents of Caroline Springs and surrounding suburbs. In 2014 the College had an enrolment of 697 students in Years 7-10. Catholic Regional College Caroline Springs is one of five colleges which forms what is called the Federation of Catholic Regional Colleges. The other Year 7-10 colleges are located at St Albans, North Keilor and Melton. Our students, once completed their compulsory years of schooling at one of the 7-10 colleges then have the unique opportunity to attend Catholic Regional College Sydenham which offers an extensive range of VCE, VET and VCAL options.

Catholic Regional College Caroline Springs is a College that is about faith, learning and community. As our motto, Live Fully – Act Justly, reflects, our vision is to provide students with every opportunity to make the most of what life has to offer, to strive to be their very best and, in doing all that to remember to be just to themselves and to others. We ensure that the curriculum and programmes offered at the College also reflect the values embedded in our motto. A student centred approach to learning that ensures that all students are given every opportunity to reach their potential is the basis of our rich, diverse and faith centred learning environment.

Principal’s Report

Our theme for 2014 was Stewardship. We often see stewardship as just being about caring for our environment, for our created world. Our world is a gift, our home and we are mandated as Christians then to nurture this gift given to us by God. But as our Mission Statement rightly points out, stewardship is more than just about caring for creation. Stewardship also involves caring for ourselves. We are all made in the image of God. We reflect on the goodness of God, and so our bodies, our minds, are temples of God. We know then that we need to be stewards of ourselves, to look after ourselves as gifts of God. So it then follows that stewardship involves caring for others too. To care for those who are most in need – the vulnerable, the powerless, the voiceless, the weak. Stewardship is a way of life, a life of accountability and responsibility acknowledging God as Creator and Giver of all. Stewardship involves responsible management of our God-given resources of time, talent, and treasure. Stewards as disciples of Jesus Christ see themselves as caretakers of all God’s gifts. Gratitude for these gifts is expressed in prayer, worship, offering and action by eagerly sharing our gifts out of love for God and one another. Throughout 2014 we as a community were challenged to be stewards of all, in and of God’s creation: self, others and the world.

There is constant activity happening around the College, you only have to read the newsletter to get a real sense of the many gifts and talents that the students have shared at the College throughout 2014. I would like to commend the staff and students who have been involved in all sorts of events throughout the year, in particular the College production of Hairspray, it was outstanding, the staff and students involved work tirelessly for months and the end result was a very polished and professional show. Throughout the year students and staff were involved in the many House activities, sporting events, external competitions, social justice activities, liturgies and assemblies. I thank them for having the courage to be people who contribute to the culture and life of the College, they have really strived to live fully and act justly.
Education in Faith

Goals & Intended Outcomes
- That students are engaged in the Religious Education and faith development experiences of the College.
- That staff of the College support the religious education of students and engage in faith development experiences at the College.
- That families will feel more connected to their children’s faith journey.

Achievements
- Continued access to Faith and Religious Education Professional Development for staff both internally and externally leading to increases in the number of staff being accredited to Teach in a Catholic School.
- Annual Faith Development day scheduled for staff.
- Continued updating of the Religious Education curriculum.
- Sharing of ‘Best Practice’ in Religious Education domain meetings.
- College Community gathering for Opening College Mass and End of Year Mass.
- Scheduling of Year Level Masses with invitations to parents and guardians to attend.
- Scheduling of Homeroom classes to attend weekday Mass at St Catherine of Siena Parish Church.
- Active promotion of Social Justice Week.
- Social Justice activities undertaken as class-based and extra-curricular activities.
- Development of a fundraising and social justice policy.
- Visual displays around the College promoting faith and justice.
- Participation in the Kynnections inter-faith program for Year 9 students.
- Centralian Experience offered to Year 10 students to connect with Indigenous people in Central Australia.
- Celebration of Live Fully Act Justly Day.

VALUE ADDED
- Live Fully Act Justly Day
- Social Justice Week
- Kynnections Inter Faith Program
- Centralian Experience
- Opening and End of Year College Masses
Learning & Teaching

Goals & Intended Outcomes
The Goals and Intended Outcomes for Learning and Teaching in 2014 are as follows:

- Ensure that learning experiences at the College are challenging in order to develop student learning outcomes in literacy, numeracy and all learning areas.
- Investigate and implement programs and initiatives focused on increasing our student capacity at Year 7 and Year 8 in relation to Numeracy and Literacy.
- Effectively implement and utilise a new Learning Management System (SEQTA) with related student and parent portals to improve student outcomes and collaboration within teaching teams.
- Create a culture of ongoing review and reflection to ensure the continuous high quality of learning programs in the College.
- Promote a coaching culture to support all teachers and ensure best practice is evident in all classes.

Achievements

- A focus on ensuring Staff meetings, Curriculum meetings and Domain Professional Learning Team meetings provide an opportunity for teachers to demonstrate best teaching practices that support AusVELS implementation and the Sacred Landscape Framework for contemporary learning.
- To support learning and teaching and professional development of staff, the College further implemented the Group 8 Performance Development and Coaching Program to ensure best practice is evident in all classes. 2014 was the second year of the program.
- Curriculum Leaders were involved in a number of sessions that aimed to increase the leadership capacity of all leaders at the College. Working with the CEOM in the Delta Six program.
- Staff Professional Learning foci was in the areas of AusVELS and the Sacred Landscape Framework, e-Learning and differentiation of curriculum to develop skills to cater for a variety of learners.
- Developed an academic and personal management skills program at year 7. This will be continued into 2015 for year 8’s. The programs are targeting at developing literacy and numeracy skills informed by data.
- Implementing explicit learning intentions to cater for contemporary learning in all classrooms.
- Ensuring that our curriculum follows a thematic approach at each year level by embedding Universal Curriculum Drivers at all levels and units.
- Further development of cross curricula immersion activities at all year levels. For example, Mind, Body and Soul Day.
- Maintain and improve extra-curricular and co-curricular activities. Additions included Science Inquiry Race car Competition & YouTube Video Competition
- Using the Student Performance Analyser (SPA) Program to analyse literacy and numeracy data from years 7-10 & formally comparing to ascertain trends; set goals in reference to trends; develop processes to achieve goals; continuing to ensure data is accessible to all staff members.
- Completed a Careers Curriculum audit with the Regional Careers Development Officer and introduced a careers program at Year 9. Also ran the first annual Engaging Parents in Career Conversation program.
STUDENT LEARNING OUTCOMES

In 2014 our Year 7 and Year 9 students were assessed by the National Assessment Program: Literacy and Numeracy (NAPLAN).

<table>
<thead>
<tr>
<th></th>
<th>2012 %</th>
<th>2013 %</th>
<th>2012-2013 Changes %</th>
<th>2014 %</th>
<th>2013-2014 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Reading</td>
<td>96.3%</td>
<td>98.7%</td>
<td>2.4%</td>
<td>100%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Year 7 Writing</td>
<td>98.4%</td>
<td>95.5%</td>
<td>-2.9%</td>
<td>96.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Year 7 Spelling</td>
<td>95.8%</td>
<td>98.1%</td>
<td>2.3%</td>
<td>96.4%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Year 7 Grammar &amp; Punctuation</td>
<td>98.4%</td>
<td>94.8%</td>
<td>-3.6%</td>
<td>94.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Year 7 Numeracy</td>
<td>98.4%</td>
<td>100%</td>
<td>1.6%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 9 Reading</td>
<td>96.2%</td>
<td>98.8%</td>
<td>2.6%</td>
<td>95.8%</td>
<td>-3.0%</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>93.9%</td>
<td>92.4%</td>
<td>-1.5%</td>
<td>93.1%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>95.4%</td>
<td>96.9%</td>
<td>1.5%</td>
<td>96.8%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>93.9%</td>
<td>88.7%</td>
<td>-5.2%</td>
<td>91%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>98.4%</td>
<td>96.9%</td>
<td>-1.5%</td>
<td>99.5%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

The proportion of students meeting National Minimum Standards in Literacy and Numeracy are encouraging and reflect the emphasis teachers place on numeracy and literacy at Catholic Regional College Caroline Springs.
The College has taken a whole school approach to literacy and numeracy and has identified areas from NAPLAN and PAT testing data that are in need of improvement. Targeted programs such as the Year 7 and 8 skills programs use this data to plan curriculum and classroom experiences linked to the literacy and numeracy outcomes that are identified as areas which need to be focused on with our students.

In addition to in-class assistance, additional support is provided for identified students in Literacy and Numeracy and teachers from the literacy team are part of an inter school network.

It is important to acknowledge that from year to year results can and do fluctuate based on a variance of student abilities from one year level group to the next. The College is working towards literacy and numeracy improvement and anticipates future improvement in overall trends.
Student Wellbeing

Goals & Intended Outcomes

- To improve students’ knowledge, skills and efficacy in learning, personal growth and interpersonal relationships and learning.
- That staff empower students to engage as responsible, resilient learners and members of the College community.

Achievements

- Investigated and began implementation of an overarching, holistic understanding of Student Wellbeing via MindMatters.
- Maintained clear processes and strategies for implementing Wellbeing policies and guidelines.
- Implemented policies consistently to improve student behaviour.
- Ensured an even allocation of cases to Student Wellbeing Leaders via Case Management Record Documentation.
- Improved communication with all stakeholders via email and one-to-one conversations.
- Provided PD in Restorative Practices to interested staff.
- Provided strategies and PD to support staff in building positive student/teacher relationships and student engagement with a focus on mental health and understanding teenage issues.
- Offered professional development to staff on mental health issues affecting young people so that they are more empowered to support them.
- Continued to implement a year level specific Pastoral Care Program that addresses the age specific needs of students via Year Level Morning Briefings.
- Investigated and modeled outcomes for each unit of Pastoral Care work, connected to the AusVELS.
- Utilised Synergetic to record information about Student Wellbeing.
- Moved all student wellbeing information onto the new learning management system, SEQTA.
- Continued to provide parent forums around issues regarding Student Wellbeing.
- Implemented MindMatters across the year levels through curricular and co-curricular initiatives.
- Continued successful implementation and conduct of a case management approach to Student Wellbeing by the Wellbeing Team, which includes the Student Wellbeing Leaders, the Student Development Leader, School Psychologist and the Deputy Principals, with the addition of the Learning Support Leader and an external College Psychologist (part time).
- Raised awareness and acceptance of mental health issues in the student population.
- The continued inclusion of sessions during staff meetings, addressing a range of Wellbeing needs and issues. Philosophical approaches, practical strategies, current information and data were all addressed during these meetings.
- Ongoing support of staff in the prevention and implementation of classroom management issues via professional learning (both internal and external) and personalised support.
- Pastoral Care program addressing the areas of bullying; cyberbullying; masculinity and femininity; anger management; community building; friendship issues; being your best; living fully and acting justly; resilience and sexting.
- Meeting with Year 5 and 6 parents of our future student community regarding not only the College’s philosophy and mission, but also the policies and practices embedded in the community.
- The establishment of a ‘Year 7 Team’ that addresses issues of transition, wellbeing and learning for our new students to the College.
- The creation, use and distribution of a Transition Video through the AGQTP program, with interviews of students and parents at various stages of the transition process.
- A member of the Wellbeing Team attended monthly ‘Melton Youth Advisory Network’ and ‘Police and Schools Consultative Committee’.
• Celebration of Mental Health Week.

**Procedure for Non-Attendance:**

- Parents ring the College to register their child’s non-attendance. A reason is required in the voice-message left.
- Non-attendance is recorded by Reception and the reason for absence is recorded.
- If no voice message is left, parents are contacted via SMS informing them of their child’s absence and requesting contact with the College.
- Absences are followed up by Homeroom Teachers, with a signed note from the parent/guardian required to explain their absence.
- Regular non-attendance is followed up, initially by the Homeroom Teacher, with a phone call and, subsequently, an interview if needed. If required, the Wellbeing Team is notified and/or asked to intervene.
- When a student arrives late to school, the following process occurs, in accordance with the College’s Restorative Practices philosophy:
  - Four (4) “lates” by a student will result in a telephone call being made to the parent(s) by the Homeroom teacher to discuss the matter.
  - Eight (8) “lates” by a student will result in a telephone call being made to the parent(s) by the Homeroom teacher to arrange a meeting at the College to explore the reasons for the continual lateness. A course of action should be determined at this meeting and then communicated to the Wellbeing Team by the Homeroom Teacher. These should include support structures, but may also include consequences.
  - Twelve (12) “lates” by a student will result in a telephone call being made to the parent(s) by the Student Wellbeing Leader to arrange a meeting at the College to explore the reasons for the continual lateness. A discussion of the previous “plan” as determined between the Homeroom Teacher, parent(s) and student will be discussed. A further course of action should be determined at this meeting and then communicated to the Wellbeing Team by the Student Wellbeing Leader. Support structures and/or consequences should be implemented, which support our Restorative Practices philosophy.
- Strategies are created to encourage attendance. These are shared with relevant staff and stakeholders.
- For ongoing non-attendance, DEET procedures are followed up by the Deputy Principal.
- For truancy, the Principal ensures all procedures are followed up and ensures the student is in attendance at another educational institution.

**VALUE ADDED**

Students participate in a range of wellbeing activities through the Pastoral Care Program addressing several Wellbeing issues. This program is continually reviewed, updated and expanded to address current issues presented by students. A range of activities is on offer for students to participate in and develop their connection to the College community and build relationships with each other. These include sporting activities to curriculum-based projects, such as DEAL or SKILLS. Wellbeing Team staff have continued to implement one to one counselling and support sessions for a wide range of students concerns, as well as modelling and/or leading restorative sessions with students and teachers. The importance of developing relationships with students has been a focus of professional learning with staff throughout the year, leading to an increase in an understanding of the value of ‘blurring the lines’ between Learning and Teaching and Student Wellbeing. The importance of connecting parents to their child’s education and wellbeing needs continued to be addressed through parenting support in the College newsletter, Parent (WellSprings) Forums, the website and individual support.
STUDENT SATISFACTION

There have been some increases in the student wellbeing and student engagement data from 2013 to 2014, with most variables close to the 25th percentile of Victorian secondary schools. Student motivation is noteworthy as it is the greatest strength in the student data and in the staff teaching and learning variables. The Student Wellbeing Aggregate Indicator rose from 61.4 to 65 indicating a general improvement in the outcomes for students in the area of Wellbeing. Our SIF Data “2014 student experience – supplementary data” demonstrated a rise in scores in all Module Titles indicating an overall improvement in the student’s experience here at the College.
Leadership & Management

Goals & Intended Outcomes
Build leadership capacity and empowerment at all levels in the school so that the college vision can be realised by:

- Develop a formalised induction program for new POL staff.
- Continue to develop and implement leadership PD for POL’s.
- Implement mentor programs for new staff and graduate staff.
- Continue a term meeting for support staff.

Ensure there is an understanding of and commitment to the College shared vision of contemporary learning, purposeful pedagogy, student wellbeing, leadership and faith development by:

- Domain Leaders to ensure that all staff are planning, implementing and teaching from, the Unit Planners consistently.
- Providing PD for Staff on Contemporary learning and AusVELS.
- Providing forums for Staff to discuss ways of building leadership capacity.

Continue to provide opportunities for every individual to be successful and to attain to his or her fullest potential by:

- Organising annual health checks and flu vaccinations.
- Maintain the process for the allocation of PD.
- Inform staff of the VIT program to record PD.
- Providing P.D. in First Aid Training, C.P.R. and anaphylaxis as required to meet legal requirements.
- Providing opportunities for staff to build community.
- Providing opportunities for Staff to contribute to decision making at the College.

Ensure that there in continuing critical and honest enquiry and collegial reflection on classroom and overall work practices by:

- Maintain an ARM for non-teaching staff.
- Implement Group 8 Performance Development and Coaching Program to ensure best practice is evident in all classes.
- Distribute ARM goals at start of the year.

Achievements
A formalised Induction Program for new POL staff is continuing to be developed and implemented.

A full day and two twilight leadership development sessions designed to develop leadership skills for POL’s were delivered in 2014.

A formalised mentor program for new staff and graduates has been developed and delivered.

Regular meetings are held with support staff to provide them with training and address any issues or concerns.

Domain Professional Learning Team meetings continued in 2014 and a major focus at these meetings was on sharing best practice.

Two whole school Professional Development days were held on Contemporary Learning for all teachers.
Process of allocation of Professional Learning opportunities for staff was based on the identified needs of the College. Professional Learning opportunities in 2014 included the following:

- E Learning
- Domain Specific Conferences
- Student Wellbeing and Welfare
- First Aid and Mental Health Training
- OH & S
- Leadership

Training in First Aid, C.P.R, Anaphylaxis, Workplace Bullying and OH&S issues was provided to staff.

- Annual Review Meetings were held with all staff.
- All teachers were involved in the Group 8 Performance Development and Coaching Program.
- Extensive consultation regarding a new leadership structure was held with staff and a new structure for 2015 – 2017 was developed.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2013</th>
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</thead>
<tbody>
<tr>
<td>OH&amp;S</td>
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<tr>
<td>Curriculum Development</td>
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<tr>
<td>Emergency Management</td>
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<td>E learning</td>
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<td>Leadership</td>
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<td>Periodical Journals</td>
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<td>Student Wellbeing</td>
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<td>Conferences</td>
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<td>First Aid</td>
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<td>Domain Area Professional Learning</td>
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<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$2203</td>
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</table>

**TEACHER SATISFACTION**

Results from the 2014 School improvement Surveys indicate a high degree of staff satisfaction in the areas of Individual Morale, School Morale, Individual Distress and School Distress.

2014 School Improvement Results

Organisational Climate Aggregate Indicator: 60.2

Teaching Climate Aggregate Indicator: 58.3
College Community

Goals & Intended Outcomes
- That the partnership of the college and the community continues to grow.

Achievements
- Annual Parent Forum held to open dialogue with parents and guardians.
- Implementation of a learning management system including a Parent Portal to increase communication between the College and parents/guardians.
- Ensuring currency of the College Website to communicate efficiently and accurately with families and the broader community, including a fortnightly College Newsletter.
- Invitations to families to attend Year Level and Whole School Masses.
- Invitation to families to attend Year 7 BBQ/afternoon tea.
- Regular scheduling of Parent/Guardian and Teacher interviews.
- Exploring and participating in Parents and Friends led fundraising events.
- College Expo night held to invite current and potential families and community members into the College.
- Connections with community service providers for student wellbeing through the Melton Youth Advisory Network, Schools and Police Network, Headspace, CAMHS, Orygen and local health providers.
- Structured Workplace Learning for Year 10 students in the community.
- Links with St Catherine of Siena Parish through attendance at weekday Masses.
- Links with Primary Schools for Year 7 Transition through the AGQTP.

VALUE ADDED
- College Production held at Wyndham Cultural Centre
- Year 5 Primary School visits to the College
- Year 7 teacher visits to feeder Primary Schools
- Lunchtime concerts
- Participation Ride2School Day
- Staff participation in the Biggest Morning Tea
- Year 9 Outreach program through DEAL classes
- Participation in Kynnections inter faith program
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
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</tr>
<tr>
<td>Other fee income</td>
<td></td>
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<tr>
<td>Private income</td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>7,497,262</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>5,560,011</td>
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<td>Non salary expenses</td>
<td>2,314,895</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>2,345,648</td>
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<td><strong>Total capital expenditure</strong></td>
<td>1,894,311</td>
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<tr>
<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>
<td>5,995,710</td>
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<tr>
<td><strong>Total closing balance</strong></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.
- The information provided 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.