

Holy Spirit Catholic College, Lakemba
Annual School Report to the Community
2017



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Principal

Mr Phillip Scollard

ABOUT THIS REPORT

Holy Spirit Catholic College is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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

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

Principal's Message

Holy Spirit Catholic College is first and foremost a faith community, a community of believers working together to honour and praise God whilst endeavouring to make God's kingdom present. As a place of learning we aim to provide each and every student with a quality Catholic education. Every student is challenged to strive towards her or his own personal best, and in so doing contributes to the Holy Spirit Catholic College community. In all that we do the teachings, values and truth of Jesus Christ are at the heart of our teaching, learning and actions.

As a community we had two clear focus areas in our annual improvement plan this year. We worked to enliven our faith community with a focus on exploring new and innovative ways to evangelise. As learners we prepared to join those schools in the Archdiocese who offer students involvement in the Newman Selective Gifted Education Program.

Parent Body Message

As a parent at the College I feel that we work together in partnership in the education of our children. We are informed of the main areas the College is focussing on each year and we know that our comments and questions are welcome. We know that our daughters and sons are well cared for and well taught at Holy Spirit Catholic College.

With the introduction of the Compass Student Management System this year, communication has become even more streamlined. We like the fact that our daughters and sons are challenged to do the best that they can and that the school supports us with the same values that are promoted at home.

Student Body Message

The student body at Holy Spirit Catholic College are representative of the wider College community. They are a diverse group of students united by their faith in God, their commitment to the College community and to doing the very best that they can. The College's participation in the positive psychology project, "The Boomerang Effect" has continued to build a sense of self belief and in the positive change all students can make in their own lives and in the wider community.

The sense of self belief can be seen through the continual growth in student learning and in Higher School Certificate results. The sense that students can make significant change in the world can be witnessed through the on going participation in works of mercy and outreach to

those members of the community most in need.

The students were very excited to have American Catholic performer and speaker, Steve Angrisano work with the community and prepare us for our participation in the Australian Catholic Youth Festival which was the highlight of the year. As a community we learnt new ways to worship and our relationship with our God grew.

Holy Spirit Catholic College is a Catholic systemic Co-educational College located in Lakemba.

The school was founded in 1999 through the amalgamation of two adjacent Years 7-10 schools, MacKillop Girls' High and St John's College Lakemba. St John's College had been founded by the De La Salle Brothers in 1954, while MacKillop Girls' High had been founded and run by the Sisters of St Joseph since 1966. Both were Year 7-10 Regional schools within the Archdiocesan System. Holy Spirit Catholic College had Years 7-11 enrolled in 1999 with nine hundred and eighty-two boys and girls, and a staff of one hundred and ten. The first Year 12 classes were held in 2000.

A three-stage building program also began in 1998. This provided a Technology and Creative Arts centre, further classrooms, an amphitheatre and new administration and staff facilities. The building phase of the third-stage of the program which included creative and performing arts spaces for dance, drama and music and a multipurpose hall was completed in 2011.

Catholic life and culture is overt and explicit at Holy Spirit Catholic College. It is enhanced by the close relationship the College has with the six feeder Parishes of Belfield, Belmore, Campsie, Greenacre, Lakemba and Punchbowl. The De La Salle Brothers and Josephite Sisters provide generous support for staff in professional development as well as student leadership and through the work of a Religious Sister at the school.

Holy Spirit Catholic College offers a comprehensive co-curricula program through the wonderful generosity of the staff and parents, as well as the boundless enthusiasm of the students. This emphasis ensures that students experience a breadth in their education that engages gifts and abilities to be nurtured throughout their lives.

In 2017 the Catholic Intensive English Centre (CIEC) relocated to Holy Spirit Catholic College, in part, as a way of meeting the needs of the many newly arrived Syrian families who were settling in Australia as refugees. Holy Spirit is a very inclusive and welcoming community and as the year has progressed we have witnessed these newest members of our community flourish in their new surrounds.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
426	529	867	955

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 91% completed Year 12 in 2017.

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2017 was 90.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.50%
Year 8	89.91%
Year 9	88.91%
Year 10	90.42%
Year 11	90.20%
Year 12	89.68%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

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

Senior Secondary Outcomes. Year 12 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	43%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2017 Graduating Class	72%	17%	8%	3%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
80	31	111

* This number includes 64 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

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

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

Term 1	Using Data to understand our Students Learning Needs
Term 2	Understanding and Developing a Pedagogy for English as an additional language or dialect (EAL/D) Learners
Term 3	Differentiation for Gifted and Highly Capable Learners.
Term 4	Cardiopulmonary resuscitation (CPR) training, Asthma Response Training and analysis of Higher School Certificate results

Staff professional learning is of major importance in building the capacity of teachers to improve student learning outcomes. Individual teachers are given the opportunity to identify and determine their own personal learning goals. In addition to this, as a community, we also target specific areas of need which will have the most positive impact on student learning. In 2017 our main focus areas for professional learning were the development of a pedagogy for EAL/D Learners and developing an understanding of differentiating the curriculum for gifted and highly capable learners.

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	80
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

As a faith community, Catholic life and Religious Education are the most significant aspects of our school which set us apart. At Holy Spirit Catholic College we are blessed to have a long standing connection with both the De La Salle Brothers and the Sisters of St Joseph. Staff and students are both nurtured by the spiritualities of these two Religious orders.

Throughout the year we made a significant effort to enhance the ways in which the staff and students actively participated in the liturgical and prayer life of the College. We worked to deepen our relationships with the local Roman Catholic Parishes and also the Eastern Rite Catholic Churches. In particular we formed a close relationship with the Melkite Catholic Eparchy and the Parish of St John the Beloved, Greenacre.

As a community we take seriously the catechetical role we have in helping the students to better understand the Catholic faith.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	26.71

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

The College follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers NSW Education Standards Authority (NESA) mandated and approved Courses as indicated below.

Religious Education

- Stage 4 - Religious Education
- Stage 5 - Religious Education
- Stage 6 - Catholic Studies 1U, Studies of Religion 1U and Studies of Religion 2U

English

- Stage 4 - English
- Stage 5 - English
- Stage 6 - English Advanced, English Extension 1, English Extension 2, English Standard, Fundamentals of English, English Studies and ESL English

Mathematics

- Stage 4 - Mathematics
- Stage 5 - Mathematics Pathway 5.1, 5.2, 5.3
- Stage 6 - Mathematics 2U, Mathematics Extension 1, Mathematics Extension 2 and Mathematics General 1 and 2

Science

- Stage 4 - Science
- Stage 5 - Science
- Stage 6 - Biology, Chemistry, Physics and Senior Science

Human Society and its Environment

- Stage 4 - Geography and History
- Stage 5 - Australian History, Geography, Civics and Citizenship, History Elective, Commerce and Work Education
- Stage 6 - Ancient History, Business Studies, Economics, Geography, Legal Studies, Modern

History and Work and Community Studies

Technological and Applied Studies

- Stage 4 - Technology
- Stage 5 - Food Technology, Graphics Technology, Industrial Technology (Timber and Multimedia), Information & Software Technology and Textiles Technology
- Stage 6 - Computing Applications, Design & Technology, Engineering Studies, Industrial Technology (Graphics/Multimedia), Industrial Technology (Timber), Information Processes and Technology and Textiles and Design

Creative and Performing Arts

- Stage 4 - Music and Visual Arts
- Stage 5 - Dance, Drama, Music, Photography and Visual Arts
- Stage 6 - Drama, Music I, Photography, Visual Arts and Visual Design

Personal Development Health and Physical Education (PDHPE)

- Stage 4 - PDHPE
- Stage 5 - Physical Activity and Sport Studies and PDHPE
- Stage 6 - Community and Family Studies, PDHPE and Sport, Lifestyle and Recreation

Languages other than English

- Stage 4 - Arabic and French
- Stage 5 - Arabic and French
- Stage 6 - Arabic and French

Vocational Education and Training

- Stage 6 - Business Services, Children's Services, Construction, Hospitality, Retail and Sports Coaching.

The number of classes in each course varies according to resources and student interest. A number of students also complete studies at St Yon College, Bankstown, Southern Cross Catholic Vocational College, Burwood, TAFE, the Open High School and at Saturday School of Community Languages.

Particular features of the school's curriculum include:

- a Gifted and Talented Program
- a comprehensive Learning Support Program
- ability grouping of students in core subjects in Years 7–10
- a focus on individual students' aptitude and ability in Stages 5 and 6 to ensure a

successful transition after school to further education and training

- placing significant emphasis on strengthening students' literacy and numeracy skills
- a volunteer homework club
- an approach to teaching which acknowledges the needs of those students in the community who have English as an additional language.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	14.00%	28.70%	18.00%	18.90%
	Reading	14.00%	29.10%	22.00%	16.20%
	Writing	17.00%	16.60%	25.00%	28.40%
	Spelling	36.00%	33.00%	14.00%	15.70%
	Numeracy	16.00%	32.90%	21.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	22.00%	19.40%	19.00%	25.30%
	Reading	14.00%	21.00%	19.00%	21.30%
	Writing	20.00%	15.40%	22.00%	36.90%
	Spelling	27.00%	22.20%	10.00%	21.90%
	Numeracy	17.00%	24.00%	17.00%	15.90%

Higher School Certificate

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

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion I	83%	51%	88%	49%	67%	50%
English (Standard)	9%	8%	9%	13%	19%	16%
English (Advanced)	83%	58%	65%	61%	48%	64%
Mathematics General 2 BDC	16%	26%	17%	25%	31%	26%
Mathematics	53%	52%	52%	52%	71%	54%
Business Services Exam	19%	30%	0%	24%	13%	39%
Business Studies	68%	36%	64%	34%	52%	37%
Chemistry	33%	41%	35%	40%	50%	43%
Community & Family Studie	54%	32%	51%	30%	55%	30%
English Extension 1	89%	94%	0%	0%	100%	94%
Geography	33%	42%	52%	40%	13%	42%
Legal Studies	61%	41%	79%	42%	65%	44%
Mathematics Extension 1	91%	84%	63%	79%	100%	82%
Mathematics Extension 2	100%	86%	100%	85%	100%	84%
Personal Dev,Health & PE	33%	30%	61%	34%	55%	31%
Physics	57%	29%	50%	29%	47%	34%
Studies of Religion II	83%	40%	92%	47%	82%	47%

The College's Higher School Certificate results were the best in the nineteen year history of the College. The College Dux achieved an ATAR of 98.45 and placed first in the state in Studies of Religion. Of particular note were the exceptional results achieved in Mathematics, Extension I Mathematics and Extension II Mathematics with a very high proportion of the Students receiving Band 6's. The work in recent years to address the learning needs of gifted and highly capable learners appears to be having a positive effect as the more capable learners are reaching their potential.

In 2017 the number of students issued with a RoSA	0
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Student Welfare Policy

No changes were made to this policy this year

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

Discipline Policy

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

No changes were made to this policy this year

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

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2017.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility underpin all policies and procedures at Holy Spirit Catholic College. Some of the actions to promote respect and responsibility included:

- continued emphasis on the positive and on student achievement in classes and Newsletters and at Assemblies, Year Meetings and Celebration Evening
- encouragement of opportunities for various forms of student initiative and leadership
- student involvement in a 'Sleep Out' for senior students, Red Cross Blood Drive, nursing home visits, working with local Catholic primary schools and involvement in St Vincent de Paul Night Patrol
- student representation at a variety of civic and church forums
- whole school approach to implement the 'Boomerang Effect' as a way improving positivity resilience and mindfulness into the pastoral and academic life of the College.

The rights and responsibilities of students are embedded into lessons taught throughout the school day but are particularly reinforced through pastoral care lessons and are reflected in the student diary.

The College has continued to use the Marist Youth care model of Restorative Justice which is centred on relationship and responsibility. The onus is on accepting the consequence of action and the evaluation of the impact one person's behaviour has on another.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2017

In 2017, the following priorities were achieved:

- Participation in the Australian Catholic Youth Festival in Sydney, with in excess of 225 staff and students registered for the three day event.
- Commencement of the development of an English as an Additional Language or Dialect (EAL/D) pedagogy to meet the needs of the many students for whom this is relevant.
- A focus on the development of numeracy skills in the Mathematics faculty.
- The introduction of the COMPASS Student Management System.
- Completion of the Sydney Catholic Schools Gifted Education Naturally Embedded (GENE) Project so as to prepare for participation in the Newman Selective Gifted Education Program.
- Assisting the students to be more actively engaged in the prayer and liturgical life of the College.
- The complete refurbishment of the Burford Block at the College into creative and agile learning spaces.

Priority Key Improvements for 2018

In 2018, some of the key priorities will be:

- commencing participation in the Sydney Catholic Schools Newman Selective Gifted Education Program
- the development of a Holy Spirit Pedagogy which takes into account the language and literacy needs of the students
- building the capacity of staff as they address the literacy needs of the students through the appointment of a Literacy Coach

- the establishment of a College Evangelisation Team
- the continued implementation of the COMPASS student management system
- the refurbishment of the Eora Block.

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

Parent Satisfaction

Parent feedback was gained through open discussion and consultation with the Parent Consultative Committee and a survey instrument which parents were invited to complete. Overall there was a high degree of satisfaction with the College. Parents regularly indicated that they felt their children were part of a faith community where they were safe and well taught.

The parents of those students placed in the College's selective stream commented on their great satisfaction with the program and the way in which their children had been supported and challenged. Parents of those students with disabilities also commented on the great level of care afforded to their children. Of particular note is the relationships which have developed between the parents of newly arrived refugee students and the College.

The increase in enrolments in Year 7 for 2018 is a tangible measure of the way in which parents are viewing the College.

Student Satisfaction

The Year 12 students completed an exit survey and also met with the year coordinator and College Principal as a part of their sign out procedure. Both through the written survey and in the conversations with the Principal, the students consistently articulated their appreciation for the sense of belonging and community which they had experienced as students at Holy Spirit catholic College.

Students made positive comments about the following:

- The welcoming and inclusive nature of the College
- The opportunities to grow in their faith and to attend events such as the Australian Catholic Youth Festival
- The homework centre which runs three afternoons a week in the College Library.
- The way in which students success is celebrated at the College through a range of awards.
- The support of staff who ran additional tutorials during the school holidays.
- The support provided to students experiencing difficulties with their learning.

- The range of extra and co-curricular activities which students have the opportunity to participate in.
- The chance to contribute to social justice and outreach in the wider community

Teacher Satisfaction

General teacher satisfaction was gauged using a number of methods, anecdotal evidence gathered whilst staff completed their annual reviews and through a confidential staff satisfaction survey which was delivered through an outside consultant.

Staff were especially pleased with the following areas and initiatives:

- A focus on staff wellbeing.
- A focused approach to Staff professional Learning which aimed to build the capacity of classroom teachers.
- The continued emphasis on the College's ties with the De La Salle Brothers and the Sisters of St Joseph.
- The faith life of the College which nurtured the spiritual lives of all members of the community.
- The sense of belonging and camaraderie experienced as a member of the college community.

SECTION ELEVEN: FINANCIAL STATEMENT

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

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$10,390,889	Capital Expenditure ⁶	\$1,193,498
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$11,412,995
State Recurrent Grants ³	\$3,179,438	Non-Salary Expenses ⁸	\$3,972,028
Fees and Private Income ⁴	\$2,764,109	Total Expenditure	\$16,578,521
Other Capital Income ⁵	\$208,234		
Total Income	\$16,542,670		

For the 2017 year the Holy Spirit Catholic College received \$10,196 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.