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Contact Details

| ADDRESS          | 626 Pascoe Vale Road  
|                  | Oak Park VIC 3046    |
| PRINCIPAL        | Mrs. Carol Bracher   
|                  | Mr. Daniel Parnis (Acting Principal –April, May) |
| PARISH PRIEST    | Father Thien Vu      |
| SCHOOL BOARD CHAIR | Mr. Michael Levandowski |
| TELEPHONE        | (03) 9306 9444       |
| EMAIL            | principal@sfoakpark.catholic.edu.au |
| WEBSITE          | www.sfoakpark.catholic.edu.au |

Minimum Standards Attestation

I, Daniel Parnis, attest that St Francis de Sales 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 School Vision

Our motto is “Love and Truth”.

**Our History**

*St Francis de Sales was established in 1961 by the Sisters of Charity to serve the Oak Park Community. The school was named after St. Francis de Sales who was dedicated to the church and demonstrated how to live the everyday life in the image of Christ. He was a model of holiness and lived a life that was amiable and friendly which continues to be reflected in our community today.*

**VISION STATEMENT**

St Francis de Sales is a community working in partnership to nurture the values and traditions of the Catholic faith in a welcoming environment.

Our motto is “Love and Truth”.

We give witness to our motto by opening our hearts and minds to the truth of God’s love.

At St Francis de Sales we....

- Celebrate the faith journey of each individual through participation in a Christ centered education.
- Provide a broad curriculum to members of the school community so that they become life long learners able to meet the challenges of a rapidly changing world.
- Create a safe, supportive environment where mutual respect is maintained and diversity is celebrated.
- Foster a sense of belonging through strong relationships and open communication.
- Have shared leadership which supports all learners.

**St Francis de Sales believed:**

- Have patience with all things but first with yourself.
- Never confuse your mistakes with your value as a human being.
- You’re a perfectly valuable, creative, worthwhile person simply because you exist.
- Bloom where you are planted.

**St Francis de Sales School is dedicated to continuing his vision.**
School Overview

St Francis de Sales is a Catholic primary school in Oak Park approximately 10 km north-west of Melbourne. The school was established in 1961 by the Sisters of Charity. It was named after St Francis de Sales who was dedicated to the church and demonstrated how to live the everyday life in the image of Christ. He was a model of holiness and lived a life that was amiable and friendly which continues to be reflected and modelled in our community today.

Our school achieves its mission by positive attitudes to learning, self motivation, academic excellence, development of leadership skills, and social and cooperative skills. Our school has an outstanding sense of community where students, staff and parents work together to create a fulfilling learning environment where each student has a strong sense of belonging.

The curriculum of St Francis de Sales is designed to reflect the changing nature of education, an increasingly complex and challenging world and community. We teach individually and in small groups with attention to each student’s needs. We aim to provide the best for each student by engaging in developmentally appropriate practice, namely a student-centred, play-based approach (Walker Learning) in P-2 and student centred inquiry approach 3-6.
**Principal’s Report**

I am very proud to present this report to the community. It highlights the important work being carried out by so many people in a variety of areas at St. Francis de Sales Primary School. This report documents our achievements in 2014.

I wish to acknowledge the wonderful work of our staff in creating an outstanding sense of welcome and inclusion. I also wish to acknowledge the tremendous support of our families in all we do. We believe that education is most powerful when it is a partnership between families and school. We are so fortunate to have a great sense of cohesion and partnership between staff and families at St Francis de Sales, which means that students can flourish and be supported to reach their potential. Our school is a vibrant and diverse mix of friendly students, committed families and dedicated staff, a place where people can truly “Bloom Where They Are Planted”.

2014 was an important year because it was a Review Year – a time to celebrate the many aspects of our work that make us such a successful and effective school community; but also an opportunity to make plans for the next four years to ensure we capitalise on our strengths. We are very proud of our achievements in 2014 and are very excited about what the future holds for our community.

*Daniel Parnis – Acting Principal*
Education in Faith

Goals & Intended Outcomes
To nurture a deeper understanding of our living Catholic identity and promote the mission of the Church.

That all members of our diverse school community are invited to move towards commitment to and involvement in an authentic Catholic community.

That all partners in the school community will reflect on their behaviour with Jesus as their model.

Achievements that add value to our community
During 2014, there were some significant achievements made in the Education in Faith sphere. We farewelled Fr Tomy Kalathoor in August and welcomed Rev Father Raphael Vo Duc Thien as our new Parish Priest. As our parish priest he provides leadership in faith as well as ensuring that our school follows Canon Law in management and governance. Father Thien does this in collaboration with the school leaders, teachers and parents, all of whom have an essential role to play in giving our school its unique culture and identity.

Here is a snapshot of our achievements which added value to our community in 2014.

- Whole staff attended Penola Parish Partnership Mass, continuing our commitment to a professional and spiritual relationship as a feeder school.

- Parish and school based preparation for the Sacraments of Reconciliation, First Communion and Confirmation. This involved family workshops prior to each of the Sacraments lead by Denise Arnel.

- All staff participated in professional learning day led by Fr. Richard Leonard “Survival Guide to Sane Spirituality in Catholic Education”, covering topics such as how to bear witness in today’s society. This was a very engaging and heartfelt learning experience which staff shared with neighbouring schools in our cluster.

- Whole school and level Masses. The whole school celebrates Mass in the first and last weeks of every term, every week in October and on special feast days. Students also attend Mass as a level on two other occasions during a term.
• Goals and intended outcomes in the Education and Faith sphere were reviewed and reset as part of our School Review which occurred this year.

• The Religious Education Leader attended the RE Network Conference in August, an experience she found both personally and professionally fulfilling.

• Whole School Rosary and Mass for students to learn prayers and practice saying the rosary with the wider parish community.

• REL plans each unit of work with levels to ensure consistency and high quality learning and teaching.

• St Francis de Sales Feast Day 5th November was celebrated by the student community.

• A Christmas Carols Night was held in the church during Advent – all school families were invited to attend and all students were invited to perform. A wonderful social gathering and an opportunity to reinforce goals from this sphere.

• Mini Vinnies- Christmas Hampers- each class to collect gifts for families in our community.
Learning & Teaching

Goals & Intended Outcomes
To foster and develop a contemporary learning community

To improve student performance in all areas of the curriculum

That the school community’s understanding of contemporary learning will be deepened and that teacher pedagogical practices and procedures for the 21st Century will be evident.

That learners be self-directed and self-motivated within a contemporary learning environment

That the use of contemporary tools will be evident in all learning areas.

That Mathematical outcomes will be improved

That students are engaged in making sense and meaning of life in light of the teachings and traditions of the Catholic Church

Achievements that add value to our community
In 2014, St Francis de Sales School continued to improve and develop as a contemporary learning community. Our school review was an excellent opportunity to evaluate our Learning and Teaching programs and make suggestions for refinement and improvement.

We committed to implement the Walker Learning Approach in both our Prep classes, after a team-based research project in 2013. Staff undertook professional learning via Study Tours in a number of settings around Melbourne. The school also secured the services of a Walker Learning Mentor, who met with staff each term to evaluate practice and plan the next stage of implementation. The approach has been very successful, with staff noticing an improvement in oral language development, general literacy and numeracy competencies, engagement levels and social skills of our Prep students.

More regular formal school-based assessments, with results housed on a central database, enabling easier identification and tracking of students. Specifically we administer PAT-Maths annually to all levels from year 1-6 in early November, and PAT-Reading (3-6) in February. These assessments, together with LAP (Reading), Growth Points (Maths) and NAPLAN are analysed carefully by Professional Learning Teams to ensure that teachers understand the learning needs of their students and can plan effectively to meet these needs.

Data from these and other assessments were used to arrange ability groups in year 3-6 for mathematics. Extra staff were used to work in the levels so that each group could work at their Zone of Proximal Development.
The journey to develop a whole school community throughlines document was commenced – firstly by surveying our school families about “What is Powerful to Learn?” We received over 150 responses which were collated and analysed. Early in 2015, we plan to align these responses with the AusVELS to create our whole school throughlines document which will be called the “Francis Frameworks”.

An evaluation of Assessment and Reporting Procedures led to recommendations of a review of how we formally report to parents. Recommendations were also made about how we can make parent/teacher interviews more student centred. We expect these recommendations to be taken up in 2015.

During 2014, students from year 1-6 undertook inquiry units into: Civics and Citizenship, Earth Sciences, History focussed on migration and sustainability.

All our students and families were invited to attend Planks workshops. Plank building offers varied ability groups the opportunity to work collaboratively. Structures can be simple or incredibly complex calling upon higher order problem solving, communication, teamwork and creativity skills. Students become engineers, inventors and sculptors and discover abilities they never knew they had. The workshop helped to reinforce to the community that learning can be hands-on, creative and unpredictable.

Students participated in ICAS Writing and Mathematics. This is an opportunity for students who are particularly able in these fields to excel.

Following from Change2 Project at the end of 2013, we implemented the use of Learning Intentions and Success Criteria in many lessons across the curriculum in all levels. This is to focus teaching and provide a scaffolding for students around what they are learning and why. Ongoing evaluation of this practice has been positive for learners.

Staff continued to work in Professional Learning Teams to analyse data and plan programs in all curriculum aspects especially Inquiry, Literacy, Numeracy, Religious Education and Walker Learning.

Outstanding P.E and Sports Program – with many students representing our school and district in athletics, cross country, basketball and other interschool sports. Quality Art and LOTE specialist programs from P-6 provided by outstanding teachers.

We participated in the Picasso Cow competition, funded by the Dairy Industry. Students collaborated to design and paint a model cow, one of hundreds nationwide who gathered in November in rural areas for judging. Students learned about the benefits of dairy products as part of a balanced diet, while creating “Cowabunga Daisy” our Picasso Cow!

Continue the role of Maths Leader in supporting programming and improving learning and teaching strategies through coaching and class sharing. Implementation of the Maths Intervention program “Enriching Mathematics Understanding”. This program is implemented with allocation of 0.5 FTE in conjunction with ACU Ballarat.
## STUDENT LEARNING OUTCOMES

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>94.6</td>
<td>97.4</td>
<td>2.8</td>
<td>100.0</td>
<td>2.6</td>
</tr>
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<td>YR 03 Grammar &amp; Punctuation</td>
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<td>100.0</td>
<td>5.3</td>
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<td>97.4</td>
<td>0.1</td>
<td>100.0</td>
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<td>93.5</td>
<td>100.0</td>
<td>6.5</td>
<td>97.1</td>
<td>-2.9</td>
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<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>91.4</td>
<td>-8.6</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>96.7</td>
<td>100.0</td>
<td>3.3</td>
<td>94.1</td>
<td>-5.9</td>
</tr>
<tr>
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<td>100.0</td>
<td>10.0</td>
<td>94.1</td>
<td>-5.9</td>
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<tr>
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<td>89.5</td>
<td>-3.8</td>
<td>94.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>
These graphs show that for the past three years St Francis de Sales maintained high standards of performance across the NAPLAN domains.

Pleasingly, 100% of our Year 3 cohort met the minimum standards in all NAPLAN fields. Our Year 5 cohort included a significant number of students with diagnosed learning disabilities which is a reason that there was a slight decline in the proportion of Year 5 students meeting minimum standards this year.
Student Wellbeing

Goals & Intended Outcomes
To provide an engaging and rich curriculum

That teaching strategies promote positive learning, motivation and confidence

That students will be provided with a safe, supportive environment

That whole school structures will promote student connectedness

Achievements that add value to our community
This year we worked towards full implementation of the Positive Education Framework. Each level is assigned a character strength to explore and illustrate over the term. Many staff attended the Martin Seligman lecture at the Melbourne Town Hall where he shared insights around his latest work “Flourish”. The main ideas were about resilience and character strengths.

We also began implementation of the KidsMatter Framework. KidsMatter is an Australian mental health and well-being initiative set in primary schools. It’s a framework that helps these places take care of children’s mental health needs by:

- creating positive school and early childhood communities
- teaching children skills for good social and emotional development
- working together with families
- recognising and getting help for children with mental health problems.

Members of the Action Team attended Component 1 training and then began implementation at a school closure day and staff meetings.

We participated and celebrated Harmony Day – National Day of Action against Bullying and Violence as a school on 21st March.

During this year we secured the services of Dan Petro, consultant with CEO Melbourne to work with staff who work with students on the Autism Spectrum. Dan worked to observe students, then develop plans with teachers to help these students manage behaviours and experience success. Dan also ran a highly informative Professional Development session for all staff at a staff meeting.

Safety procedures, especially in relation to the outside play area and outside school rules were revisited throughout the year after a series of focus meetings with the students. Using this data, we refined some of these procedures and reframed them positively.

Again, the SEASONS program was offered to students who have experienced grief and loss.
We reinforced these intended outcomes through our regular assemblies which showcase student learning in this area but are also a chance to celebrate important occasions as a community such as: investing the SRC, ANZAC Day, Sorry Day, Grand Final, St Francis Feast Day, Remembrance Day, Kids for Kids Talent Show and Year 6 Graduation.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.69</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.01</td>
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<tr>
<td>Year 3</td>
<td>95.54</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.82</td>
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<tr>
<td>Year 5</td>
<td>95.31</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.71</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.18</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate   | 90.12% |

At St Francis de Sales we use an electronic roll (NFORMA) to keep record of student attendance.

- The roll is completed by **9.00am and again by 3.45pm.**
- Teachers record the reason for absence, once in receipt of letter of explanation from parents.
- Absentee Notes should be received from parents as soon as possible after the absence. These notes are to be stored in the central file at the end of the year to be placed in school archives.
- The Deputy Principal will monitor absenteeism each fortnight.
- The Principal and Deputy Principal will meet twice per term to review attendance roll.
- Parents of any child who has 10% or more days absent will be contacted by the Principal in order to ascertain reasons for absence and formulate plans for regular attendance (Refer document – It's Not OK to Be Away - [www.education.vic.gov.au](http://www.education.vic.gov.au))

STUDENT SATISFACTION

Insight SRC results show that student wellbeing is relatively high at St Francis de Sales, especially in the areas of student safety, student comfort (opposite of distress) and connectedness to peers. *(p23 2014 Insight SRC SDT Report)*

As usual, we intend to keep working with students to continue to make gains in the areas of motivation, behaviour and learning.
Leadership & Management

Goals & Intended Outcomes
To improve the engagement and motivation of all learners in order to ensure continuous improvement in student learning

To ensure resources are allocated to maximise learner outcomes

That engagement in the teaching & learning process will be enhanced

That a Professional Learning Culture is developed

That a shared understanding of learning community is developed

That resources will be allocated according to School Improvement Plan priorities

Achievements that add value to our community

Capital works include:

- underpinning north wall of the old school building,
- Painting of 2 classrooms, staffroom and the school hall.
- The hall kitchen has been renovated and floor in the hall toilets has been replaced.
- Fencing of southern boundary replaced
- Safety fencing in front of “middle door” at pick up and drop off point.
- Repainting of car park and basketball court.
- Repair of cracking and repainting in admin area
- Repair of roofing in admin and staffroom areas.

Four working bees were undertaken throughout the year (one each term) to repair and maintain our facilities.

All staff were involved in completing a self-reflection report for School Review, during a two day “retreat” on 28th/29th February – facilitated by CEO Melbourne staff.

We continued the role of Maths Leader in supporting programming and improving learning and teaching strategies through coaching and class sharing with a reduced allocation to 0.4 FTE in order to facilitate the implementation of the Maths Intervention program “Enriching Mathematics Understanding”. This program is implemented with allocation of 0.5 FTE and in conjunction with ACU Ballarat.

In 2014, we continued the process of roll-over of ICT hardware – the assessment of all of the machines in the school, the replacement of old servers with more appropriate ones and the replacement of the laptops and desktop computers. Newly purchased I pads were rolled out to classrooms P-2.

All our Junior teachers as well as Principal and Literacy leader participated in a 2-day Walker Learning study tour in term 3 as well as other school visits. This was a key strategy for implementation as we wanted all staff involved to have a shared understanding of the philosophy of the approach.
A major event in this sphere was the external review undertaken by Christine Wakeling. This was a wonderful opportunity for our community to take stock of the many assets we have and to reflect on the best way forward for our children and families over the next four years, documented in our new School Improvement Plan.

After the success of the Walker Learning Approach in the Prep level, the Leadership Team has recommended that the approach will be implemented in the year 1/2 level next year. To prepare for this, staffing and other resource allocation had to be considered, including the decision to relocate the 1/2 classes to the new building which has spaces that are more conducive to the approach than their current classrooms.

In Term 4 we welcomed Rev Father Raphael Vo Duc Thien as our new administrator. We spent a deal of time getting to know him and making him welcome in our school community.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2014**

- School Review
- Kidsmatter
- Professional Networks
- Literacy
- Numeracy
- Inquiry
- Religious Education
- Reading Comprehension
- Walker Learning Approach
- Data Analysis

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 23 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $3715.30 |
**TEACHER SATISFACTION**

<table>
<thead>
<tr>
<th>STAFF RETENTION RATE</th>
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</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>Certificate Graduate</td>
</tr>
<tr>
<td>Degree Bachelor</td>
</tr>
<tr>
<td>Diploma Advanced</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
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</table>

<table>
<thead>
<tr>
<th>STAFF COMPOSITION</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
</tr>
</tbody>
</table>

Insight SRC results show that Teacher Wellbeing and effectiveness is very high at St Francis de Sales, especially in the areas of teaching and learning, staff wellbeing and staff engagement (*p22 2014 Insight SRC SDT Report*)
School Community

Goals & Intended Outcomes

To engage all members of the parent community in the contemporary learning process

That an understanding of contemporary learning practices will be developed

That opportunities for parents, parish and the wider community to participate in the life of the school will be enhanced

That strategies aimed at enhancing relationships with all groups within the school community will be developed, especially those with the lowest rates of involvement and participation.

Achievements that add value to our community

- “Coffee with the Principal” sessions to discuss and enlighten with regard to 21st Century teaching and Learning.
- Continue offering a parenting program in conjunction with Mary Ellen Davis, titled “Walking the Journey Together”.
- Welcome BBQ for new members of our school community (especially preps and their buddies)
- Family Games Nights were held in levels. These were run by families, for families and served as a great relationship builder.
- The Skoolbag App was introduced to improve communication between home and school.
- Learning and Teaching Newsletter was launched and distributed regularly to communicate effectively with families about why we do the things we do at our school, and also as a forum for contemporary educational issues.
- Our Working Bees were very well attended, further demonstrating the goodwill and willingness to contribute in our community.
- Sacramental Workshops were held for families of Yr. 3, 4 and 6 students who are making Sacraments this year, ably facilitated by Denise Arnel.
- Our school was used as a forum run by the Moreland Council about parenting young children.
- A St. Francis de Sales Fete organizing committee was established to plan and co-ordinate the 2015 Fete.
- Mothers and Fathers Day Breakfasts and Stalls were highlights of the social calendar.
- The Parents and Friends hosted a Trivia Night in June, which was a great community event and a major fundraiser.
- The School Advisory Board gained a number of new members this year, which helped to reinvigorate and refocus this important parent body. Current members as of December 2014 are Michael Levandowski (chair), Chris Galea, Poonam Anand, Mark Daffey, Shane Kuret, Carol Bracher, Daniel Parnis and Father Thien.
- Family learning was celebrated at the Planks Workshop in Term 4.
PARENT SATISFACTION

Insight SRC results show that our families are most satisfied with aspects of our school around student relationships, student behaviour and student engagement in learning.

Our data indicates that our focus in the future will be around consolidating the idea of education as a partnership between school and families, and we already have plans for addressing this into the coming year and beyond. (*p24 2014 Insight SRC SDT Report*)
## Financial Performance

### Reporting Framework

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Income</td>
<td></td>
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<tr>
<td>School fees</td>
<td>179 420</td>
</tr>
<tr>
<td>Other fee income</td>
<td>99 000</td>
</tr>
<tr>
<td>Private income</td>
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</tr>
<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2 727 132</strong></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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</tr>
<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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</tr>
<tr>
<td>Capital income and expenditure</td>
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</tr>
<tr>
<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>85 692</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>87 432</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>135 935</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>160 965</strong></td>
</tr>
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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 VROA 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.