

St Joseph's Parish School Annual School Report 2015



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ABOUT THIS REPORT

St Joseph's Peak Hill is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2015 was another busy and productive year for St Joseph's school community. 2015 also saw the commencement of our journey of Personalised Learning Plans in English and Mathematics utilising the fact that every student has access to chromebook technology. Our Diocesan Office and education consultants have been especially supportive of our plans in trying to provide personalised learning for the children at St Joseph's. Highlights of the year have included numerous sporting opportunities for our children, academic pursuits and competitions, marching on Anzac Day and attending Remembrance Day, our school fete, K – 6 Excursion to the Central Coast, Jump into Joeys and Kinder orientation, mufti mission days and coaching clinics for various sports.

I'd like to thank St Patricks at Trundle for including us in their swimming and athletics carnivals, and our school appreciates the interaction and socialisation that has been generated between the two schools. Towards the end of the year a school bus was purchased by the Catholic Education Office for use by St Patrick's and St Joseph's to assist both schools in socialising and interacting with each other and other bigger schools close by.

I would like to acknowledge the work and support of our Parish Priest, our school staff who are dedicated and committed to our children and our school, the School Committee and Parents and Friends Association who have been very generous with their time and energy in trying to provide excellent resources and facilities for this school community. The support of the parish of St James is a vital component of this community with parishioners continuing to encourage us every step of the way.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Parent Body Message (P & F)

It has been another busy year at St Joseph's and I would like to thank the teachers and support staff for all their work over the past twelve months, particularly with the introduction of the Personalised Learning Plans for English and Mathematics. I know this has meant an increased workload but I'm sure the parents would agree that it has been worth it.

The committee and helpers were once again blown away with the support we received from the community and we were able to raise over \$10,000 throughout the year. We were once again able to provide the school with \$7,000 towards operating costs.

A special thanks to the parishioners of St James for their wonderful support, including the white elephant stall at the fete and the 'Meet You Up the Street' raffle.

Thank you everyone for your support throughout the year.

Student Body Message

When I look back on my time as School Captain of St Joseph's Peak Hill I have great memories. I enjoyed my time at St Joseph's as the teachers and the other students were very nice. The school had a fantastic atmosphere and everyone looked out for each other.

I liked being School Captain and I enjoyed the responsibility of representing the school on Anzac Day, end of year presentation and other school events during the year.

Overall I felt very proud of being School Captain of such a caring school.

SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic Systemic co-educational school located in Peak Hill. The school caters for students from Kindergarten to Year Six and in 2015 had an enrolment of 10 children. St Joseph's was established by the Sisters of St Joseph in 1895 and later in 1930 the Sisters of Mercy arrived to take over the running of the school. St Joseph's acknowledges the huge contribution that these religious orders made to the history of our school. Today we have a well resourced school, staffed by committed and dedicated teachers.

During 2015 our children participated in a variety of sporting events. Children competed at Cluster, Diocesan and Polding level in sports such as swimming, cross country and athletics. Children also took the opportunity to attend the Diocesan trials in both summer and winter sports which were held throughout the year.

Other significant achievements during 2015 included attending Anzac Day and Remembrance Day activities, our Kinder to Year 6 school excursion to the Central Coast, raising money for missions through various activities and our 'Jump into Joeys' program which is a transition program for our new Kindergarten children.

Aboriginal Education is taught as part of the HSIE curriculum. Units of work are used from our Scope and Sequence of learning and current aboriginal issues are discussed in the classrooms during HSIE and other Key Learning Areas as they arise. We are always striving to present a sensitive and balanced approach to aboriginal issues. In 2015, St Joseph's participated in a number of activities for NAIDOC week. These activities included learning about aboriginal culture and exploring aboriginal art.

2015 saw the continued use of technology across all stages and all Key Learning Areas. Our Personalised Learning Programs for English and Mathematics means that all children need to know how to effectively use a chromebook to access certain components of their lessons. We have continued to update and purchase new equipment and we have continued to build our skills in using new technology.

At St Joseph's, children are given the opportunity to take on leadership roles. These roles include children organising and leading our school assemblies, introducing and thanking guest speakers and being responsible for the day to day running of certain aspects of the school environment.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
3	7	3	10

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish Priest and principal.
- The decision to enrol a student with a disability will depend on an enrolment meeting where a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. The enrolment meeting will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical

practitioners, other health and education professionals and the advice of experts in the field of the particular disability.

- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was 91%.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	96%
Year 1	93%
Year 2	95%
Year 3	82%
Year 4	93%
Year 6	89%

At St Joseph's we have a high attendance rate with absentees usually only occurring during the winter cold and flu season or when viruses spread throughout the community.

Our system of asking for a written explanation regarding student absences is successful for most of our families. Follow-up to unexplained absences is usually made by the Principal.

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, 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, school staff, as part of their duty of care, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.

- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student’s educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student’s report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
4	4	8

*This number includes 2 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	12%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph’s Catholic Parish School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held 5 whole school development days this year with the areas of focus as follows:

Term 1	Planning day for start of the year
Term 2	Chromebook professional development and Google
Term 3	Australian Curriculum - History
Term 4	Religion retreat

Other professional learning activities provided included a number of principal’s conferences (including ACSP conference in Dubbo), First Aid training, Mathematics inservice (Mathematical Assessment Interview), Child Protection online and library computer training.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	4
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96.84%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The parish of St James Peak Hill is serviced by the priest in Narromine who travels on a regular basis to celebrate Mass within the parish and visit the parishioners and children in the school. Whilst many school families are not involved in our parish as part of their everyday lives, we do our utmost to educate the children in the Catholic faith and encourage them to make Jesus the centre of their lives. The children are involved in regular liturgies which are held both at school in the classrooms and in the church. In 2015 we celebrated the sacrament of Reconciliation.

During the year, children also raise money for Catholic mission work, which raises their awareness of the needs of others and ways that they can help the poor throughout the world.

The school is involved with particular parish projects such as Project Compassion during Lent and St Vincent de Paul hampers at Christmas time. Important events at our school are published in the parish bulletin. The school newsletter is left in the church for parishioners to collect at weekend masses.

The annual school fete is an important event on our calendar where parish and school representatives work together to raise funds for the school and where everyone's assistance is greatly appreciated.

The school uses the 'Sharing Our Story' program developed by the Parramatta Diocese and adapted by the Wilcannia-Forbes Diocese. This program is very well planned to assist teachers in their understanding of tradition and doctrine and to develop the students' understanding of the main concepts of our faith. The 'Sharing Our Story' program covers the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. Teachers receive excellent support from Diocesan Office staff in the implementation of this program. All staff have been inserviced in the program and new staff are being continually updated.

The Religious Education Co-ordinator plans the units for each grade and presents an overview to the classroom teachers to follow for that particular year. The classroom teachers use this overview to complete the term planners for each class.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education 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) was 25.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. 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 35) was 23.

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The students of St Joseph's have diverse needs and the teaching staff endeavour to cater for all of these needs. We have initiated personalised learning plans in English and Mathematics which assists students to work at their own pace. Our learning support teacher works with individuals and small groups to provide additional support of children with special needs. We also have two teacher assistants who work with individuals to support their learning. We are also conscious of our students who need extension work and we try to set some research projects for these children using our chromebooks and the concept of a 'Genius Hour'. Technology at St Joseph's supports and supplements our work in all Key Learning Areas. Activeboards, Activinspire and various online subscriptions are used to consolidate and extend children's learning.

Aboriginal Education is taught as part of the HSIE curriculum and units of work are used from our Scope and Sequence of learning. Current aboriginal issues are discussed in the classrooms during HSIE and other KLAs as they arise. Classes explore aboriginal themes and staff strive to provide a sensitive and balanced approach to aboriginal issues. In 2015 St Joseph's participated in a number of activities for NAIDOC week and these activities included learning about aboriginal culture and exploring aboriginal art.

St Joseph's provides opportunities for our children to participate in a variety of sporting events. We travelled to Trundle which is a school of a similar size to our school for our swimming and athletics carnivals. There were many occasions where children represented their school at cluster, diocesan and Polding levels and also attended trials for a variety of sports. On a school level we were able to employ a tennis coach to spend time teaching our children the skills of tennis.

Children have the opportunity to participate in excursions which broadens their knowledge and skills and reduces the isolation of living in a rural community. In 2015 we organised a K-6 excursion to the Central Coast.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0.0	0.0	0.0	0.0	0.0	100	100
	State	4.3	5.7	19.0	21.0	19.5	30.5	95.7
Writing	School	0.0	0.0	0.0	0.0	100	0.0	100
	State	1.8	4.3	16.4	23.0	38.5	16.0	98.2
Spelling	School	0.0	0.0	0.0	0.0	0.0	100	100
	State	4.0	9.6	18.4	20.8	20.1	27.1	96.0
Grammar & Punctuation	School	0.0	0.0	0.0	0.0	0.0	100	100
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	0.0	0.0	0.0	100	0.0	0.0	100
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

We only had one child sit for the Year 3 Naplan tests this year so there is insufficient data to analyse trends, strengths and weaknesses etc.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School							
	State							
Writing	School							
	State							
Spelling	School							
	State							
Grammar & Punctuation	School							
	State							
Numeracy	School							
	State							

We didn't have any Year 5 students sitting the Naplan tests this year.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

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

Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

When an incident of bullying occurs, the procedures outlined in the policy are followed.

Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Joseph's Catholic Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

At St Joseph's there are a number of initiatives that we use to promote respect and responsibility. Our Making Jesus Real (MJR) program values the uniqueness and human dignity of each individual. This program is built on forgiveness, awareness of others and informed decision making. Restorative Practices is another program which focuses on our human dignity and our need for forgiveness. Both of these programs are firmly embedded in the everyday life of our school. In the classrooms children can earn points for displaying good manners, being kind and considerate towards others and being respectful to everyone.

Our peer support program enables our children to get to know each other and to work collaboratively for the good of all. Our senior children also have extra responsibilities such as leading assemblies, welcoming visitors, making speeches, looking after garbage collection and raising the flag. These tasks are designed to make children aware of their responsibilities and citizenship and the children take them seriously.

We have also ensured that we join in with local community events and visit many local groups so our children see that this is valuable and promotes respect and understanding.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: Enrolment, Teaching and Learning, Assessment and Reporting, Excursion Policies.

We formulated new school policies for Vision and Mission, Bookwork, Medication Policies. Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St Joseph's Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

During 2015, St Joseph's major focus was on establishing Personalised Learning Plans for all students in English and Mathematics. To ensure that this was achieved, the staff was constantly reviewing and evaluating the process with honest feedback being the key to success. Technology was a vital component of this initiative and the new chromebooks proved invaluable in providing a personalised approach to learning.

Throughout 2015 we also wanted to continue to establish strong links with the local community and this was achieved through our continued involvement with local events such as Anzac Day and Remembrance Day, Peak Hill Show, Meet You Up the Street and activities for Australia Day.

We also wanted to continue to promote our school as an excellent choice for parents enrolling their children in Kindergarten. With the assistance of the Catholic Education Office, we were able to utilise the local newspapers to promote our culture and positive aspects of our school community. Once our Personalised Learning Plans were established in our school, we were able to showcase our approach to learning by inviting the local community to an open day to witness it first hand. This was an effective way to promote positive aspects of our school community and the local response was very pleasing.

Priority Improvements for 2016

During 2016 our first priority will be to continue to refine and build upon our Personalised Learning Plans for English and Mathematics. As part of this personalised approach, we will place special emphasis on Gifted Education and try to extend our children in every way possible. Our plan is to make our children more independent and discerning learners, utilising a range of sources of information and presenting a balanced view of the issues. We will also have the

expectation that our children will take more responsibility for their learning, use their time productively and work in partnership with their teachers and peers.

We would also like to make closer connections with other small schools that are similar to us through the use of the latest technology and via video conferencing. These shared lessons will continue to strengthen our relationships with other schools and provide more opportunities for both academic and social interactions for our students.

School visits are now possible because of the purchase of a school bus by our Catholic Education Office. The opportunity to visit larger schools and larger towns will enable our children to socialise and interact with others.

PARENT, STUDENT AND TEACHER SATISFACTION

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 school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Most parents felt that their children were being challenged to maximise their learning outcomes and that the school was striving to meet the children's individual needs, particularly through the personalised learning opportunities in English and Mathematics. Parents feel that the school provides a safe and supportive environment. Parents were aware of the assistance given to children with special needs. Parents believe that the school helps their children to develop a knowledge and understanding of our Catholic traditions. Parents felt that their children had suitable access to current technology and that there was an appropriate balance of academic pursuits, sport, health and fitness. Parents felt that we need to continue to promote the school and market it throughout the community and be in close communication with other small schools. They continue to see that their children have limited opportunities for socialisation and competition, however they were appreciative of the efforts of the school and CEO in trying to provide opportunities for continued interaction with other children.

Student Satisfaction

The student's vision of St Joseph's is a school with more students and one that is welcoming, happy, friendly and caring. The majority of students at St Joseph's like what they are learning at school and they feel that they are supported and encouraged in their learning by their teachers. The majority of students are proud of their school and feel that they are improving in all areas of work. They enjoy the individual attention that comes with smaller class groups. The majority

of students feel safe at school and feel that they do not get bullied. However some children have expressed concern that because of the small numbers of children, they often had a limited choice of playmates. The senior students felt that they had sufficient opportunities to display their leadership qualities and had some ownership of decisions made in the school.

Teacher Satisfaction

Behaviour management are consistently enforced. Teachers feel that staff members work hard to maintain positive relations with parents. Teachers feel that our students' progress is regularly and systematically assessed and evaluated and that the assessment information is used to plan for instruction. Parents have opportunities to make appointments to discuss their child's progress however teachers feel that more information about student progress could be provided to parents on a more regular basis. Teachers are satisfied that our students are learning and demonstrating Christian values and are receiving sufficient prayer and sacramental opportunities. Teachers have been pleased with the teamwork and collaboration that has come through the individualised learning programs for our children. Teachers felt that there needed to be a greater connection between families, the school and the parish. The staff was also looking at processes that would sustain our school into the future and were positive about the promotion and advertising of St Joseph's in the local area. Teachers were also pleased to see that the school was trying to gain a closer connection with the preschool.

FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$149,930	Capital Expenditure	\$9
Government Capital Grants	\$0	Salaries and Related Expenses	\$614,593
State Recurrent Grants	\$606,138	Non-Salary Expenses	\$308,139
Fees and Private Income	\$32,784	Total Expenditure	\$922,741
Other Capital Income	\$0		
Total Income	\$788,852		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.