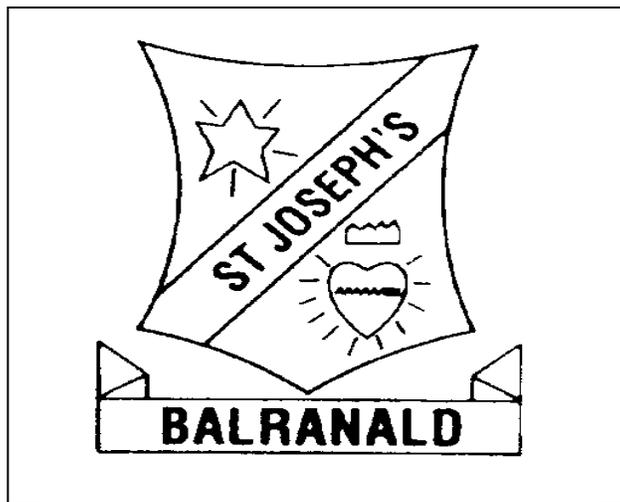


# St Joseph's Parish School Annual School Report 2015



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**Principal**  
**Natalie Lay**

## ABOUT THIS REPORT

St Joseph's Catholic Primary School, Balranald 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

Our primary purpose as educators in a Catholic school is to ensure that each and every child at St Joseph's makes appropriate gains across all facets of their education. We take great pride in our school and work hard with all stakeholders to ensure that every student at St Joseph's is actively and enthusiastically engaged in their learning. We are truly blessed to have such supportive and engaged parents in our school community, with an active School Committee and an extremely successful Parents & Friends Committee, that are forums for our parents to be involved in. This Annual Report allows our community to reflect on and celebrate the great things that have been happening at St Joseph's during 2015.

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.

**Natalie Lay**  
**Principal**

### Parent Body Message (P & F)

In 2015, the Balranald St Joseph's P&F Committee, with the support of our school community – including parents, extended family and staff, have raised over \$40,000. As a Committee we work to provide our students with opportunities and services over and above what can be provided through the education system alone. These services have included our standard annual contribution of \$15,000 to the school running costs. Beyond this the opportunities provided to our students in 2015 involved: the purchase of two 6m x 3m marquees; the purchase of additional chairs and tables for the 2016 Year 2-3 classroom; the purchase of two more aluminium tables so all our students have a clean safe environment from which to eat their recess and lunch; the upgrade and extension of the sandpit, including the purchase of new educational toys; the purchase of soccer goals to support our students in their love of the sport; and the purchase of National Curriculum approved Science Kits for all 7 year levels at St Joseph's – a long term investment, which will be used each term of the year in all classrooms for years to come, costing \$10,000.

## Student Body Message

During 2015 we have enjoyed our time being school captains of St Joseph's. It was a great opportunity for us both to represent our school with great pride. We have represented our school on many occasions, such as laying a wreath for ANZAC Day and Remembrance Day, we have thanked our visiting guests and we have been able to fill in the parents and school community about what has been happening at our whole school assemblies. Thank you to everyone at St Joseph's, and we wish the 2016 school leaders all the very best.

## SCHOOL FEATURES

St Joseph's Parish School is a Catholic Systemic co-educational school located in Balranald. The school caters for students in Kindergarten to Year Six and has a current enrolment of 50. The Sisters of St Joseph established the school in the late 1880's, followed by the Sisters of Mercy in 1894. The last Mercy nun to teach at St Joseph's was Sister Patricia Higgins in 1984. These Sisters were brave and courageous women of deep faith and dedication to the education of the children. They gave service to St Joseph's for 90 years. Lay teachers have now replaced the nuns.

### **Our Achievements**

- Participation in community events such as the Anzac Day march, Remembrance Day, Catholic School's Wee,
- Transition to School Program for Kindergarten children
- Year 6 participated in the orientation program for their secondary education
- Literacy and Numeracy Week celebrations
- Students have entered in the international competitions and assessments for different curriculum areas and received commendable results
- Students representing the school and diocese in sporting events
- Positive results in the NAPLAN for 2015
- Positive results in the Year Six Religious education test
- Excursions for all grades to ensure the students are not geographically disadvantaged
- Staff meetings have followed a set cycle to ensure staff are kept up to date with professional issues and not just general business
- Continuing Restorative Practices throughout the school
- Professional Development for the Australian curriculum

### **Significant Programs**

- Aboriginal Education is integrated into the Human Society and Its Environment curriculum. Teachers follow the diocesan document "River Bank to the Classroom" in the teaching of units to students. Students and staff are encouraged to commit themselves to actively work alongside indigenous people for reconciliation and justice.

- Multicultural Education - the principles of awareness, respect and understanding of all people regarding different backgrounds and cultures are incorporated into all curriculum areas.

## 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
20	36	0	56

\* Language Background Other than English

### Enrolment Policy

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

- 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 92%.

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

<b>Attendance Rates by Year Group</b>	
Kindergarten	83%
Year 1	90%
Year 2	94%
Year 3	94%
Year 4	96.5%
Year 5	91%
Year 6	96%

Overall we have a very satisfactory rate of attendance. Periods of illness and leave are the main reasons for students not attending school and we have an excellent rate of explained absences. The school has systems and procedures in place to ensure that we make contact with parents to chase up all absences. Our school reporting system includes the total daily absences each semester.

## 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
5	6	11

\*This number includes 4 full-time teachers and 1 part-time teacher.

Percentage of staff who are indigenous	9%
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## Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph's 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:

<b>Term 1</b>	Staff commencement day/Policy Review
<b>Term 2</b>	Making Jesus Real/Sharing Our Story
<b>Term 3</b>	NSW Syllabus History
<b>Term 4</b>	Literacy/Numeracy Day Literacy/Numeracy Plan

Other professional learning activities provided included Principal Conference, Leaders of Curriculum, LST/Special Education, AEW In-service, liturgy In-Service, Disability Standards for Education e-learning course, SALT Compliance, Personalised Learning Plans and Early Learning Plan (ELP) on-line tool.

## 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.	5
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 95.53%. 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 school places important emphasis on daily prayer. We pray as a whole school every morning and then each class prays before the breaks. Whole school assemblies (3 per term) are opened with prayers for various intentions. We raise money for our sponsored child and the missions, by conducting various activities throughout the year. Students are very aware of those less fortunate than themselves and are therefore developing a sense of compassion and empathy for others.

Due to the diligence of staff members, the students understand the importance of respectful behaviour. Reverent behaviour at Mass is often commented on by parishioners outside the school. The school is seen to be the 'face' of the parish and as such is proactive in encouraging students and families to attend Mass on a regular basis. Our school and class Masses are celebrated during the Sunday parish Mass with the students responsible for various prayers and duties. The school is also the leader in running sacramental programs which are also available to students outside the school.

Religion lessons are taught for 150 minutes per week. We follow the 'Sharing Our Story' program. Teachers follow the school's sequence of learning which ensures that all concepts are covered over a 3 – 4 year rotation, depending on the make-up of classes in any given year (this changes according to numbers in infants and primary sections of the school), Devotional activities to Mary the mother of Jesus in the months of May and October and Units of learning on the Missions in September.

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) for Year 6 was (28.50).

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 (18.2).

## 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.

### **Aboriginal Education**

Aboriginal Education is integrated into the Human Society and Its Environment curriculum. Teachers follow the diocesan document "River Bank to the Classroom" in the teaching of units to students. Students and staff are encouraged to commit themselves to actively work alongside indigenous people for reconciliation and justice. We joined with our friends at Balranald Central School for NAIDOC celebrations, which included rotational activities to raise awareness of Aboriginal culture.

### **Drug Education**

The students receive a comprehensive drug education program through the PDHPE curriculum, and our biannual visits from the Life Education van.

### **IT Education**

Teaching practice and student learning has been enhanced by the use of Chromebook computers in all classrooms. Interactive whiteboards are installed in all classrooms and they are accessed by all students for a variety of lessons. All computers are networked. As well as using computers across all the Key Learning Areas students are taught the computer skills as identified in the syllabus for each year level. There is a bank of I pads for use by all grades and a list of educational apps is available for parents. The school also has a webpage and has accessed the Skoolbag App. The continuation by the Catholic Education Office of providing a release day each term for each teacher to further develop their Information Communication Technology skills and knowledge, has been valuable in developing confidence and more integrated use of technology in programming and the delivery of learning opportunities. The staff and students take cyber safety very seriously, with explicit teaching and learning around safe and responsible use of the internet an important part of the program at St Joseph's.

## **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
<b>Reading</b>	School	0%	12.5% (1)	25% (2)	12.5% (1)	12.5% (1)	37.5% (3)	100%
	State	4.3%	5.7%	19%	21%	19.5%	30.5%	95.7%
<b>Writing</b>	School	0%	0%	0%	62.5% (5)	25% (2)	12.5% (1)	100%
	State	1.8%	4.3%	16.4%	23%	38.5%	16%	98.2%
<b>Spelling</b>	School	0	0	25% (2)	25% (2)	25% (2)	25% (2)	100%
	State	4%	9.6%	18.4%	20.8%	20.1%	27.1%	96%
<b>Grammar &amp; Punctuation</b>	School	0	0	25% (2)	25% (2)	25% (2)	25% (2)	100%
	State	4.1%	7.3%	12.6%	23.6%	20.4%	32.1%	95.9%
<b>Numeracy</b>	School	0	0	50% (4)	25% (2)	0	25% (2)	100%
	State	4.4%	12.6%	21.1%	23.8%	19.3%	18.8%	95.6%

The Year 3 NAPLAN data allows us to monitor, plan and set targets to ensure the positive growth of all students. Our school focus for 2016 is the growth of each individual student.

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
<b>Reading</b>	School	0	33.3% (2)	50% (3)	16.7% (1)	0	0	100%
	State	4.6	15	20.7	21.8	20.5	17.5	95.4%
<b>Writing</b>	School	16.7% (1)	16.7% (1)	50% (3)	16.7% (1)	0	0	83.3%
	State	5.8%	8.7%	32.6%	31.5%	15.2%	6.3%	94.2%
<b>Spelling</b>	School	0	16.7% (1)	16.7% (1)	50% (3)	16.7% (1)	0	100%
	State	4.5%	10.4%	20%	25.2%	27%	12.9%	95.5%
<b>Grammar &amp; Punctuation</b>	School	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)	0%	83.3%
	State	6.6%	10.7%	22.5%	21.5%	20.6%	18.1%	93.4%
<b>Numeracy</b>	School	0%	16.7% (1)	50% (3)	16.7% (1)	16.7% (1)	0	100%
	State	3%	15.3%	25.3%	25.6%	16.6%	14.1%	97%

The Year 5 NAPLAN data allows us to monitor, plan and set targets to ensure the positive growth of all students. Our school focus for 2016 is the growth of each individual student.

## 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 Parish School follows these procedures.

## Initiatives Promoting Respect and Responsibility

In 2015 there were a School Captain, School Vice-Captain, an overall Sports Captain and a Vice Captain of both sporting houses. All captains were elected by students and staff. All captains represented the students at community events; they also welcomed and thanked visitors to the school. All students have opportunities during their classroom activities to take turns being a leader.

We continued with our student lead whole school assemblies, where every class has the opportunity to lead one assembly a term. The captains were our leaders at our recess whole school assembly each day.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: supervision and the election of school leaders' policy. We formulated new school policy for our five year maintenance and refurbishment plan.

Access to all policies and guidelines can be obtained by contacting the school office.

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 School's Consultant, the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability

## **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**

St Joseph's experienced great success with the roll out of the Chromebook initiative that saw every child from Year 1 through to Year 6 being issued with their own Chromebook which they utilise in the classroom and at home. We had 100% attendance at our parent information sessions and all students and their parents have returned their completed user agreements. The staff has participated in professional learning related to utilising the Google platform in the classrooms, with Google Docs allowing students and teachers to complete work and collaborate in different locations. This initiative is an exciting commitment and is proving to be an asset to working with 21<sup>st</sup> Century learners and we are excited to be engaging with technology in a meaningful way every day in our classrooms.

The Extending Mathematical Understanding program has seen all of our students participate in individualised assessments, with the results of the data analysis being utilised to adjust teaching and target areas for instruction – data driving instruction.

The staff have participated in professional learning related to the NSW BOSTES History Syllabus document ready for implementation in 2016.

## Priority Improvements for 2016

Our priorities for 2016 include a major focus on facilitating programs that provide additional support for students with special literacy/numeracy needs. This includes the continuation of the second-tier intervention program, EMU. This program targets children in Year 1 and 2 who require additional support in numeracy and is part of the Extending Mathematical Understanding methodology.

We are committed to continuing to utilise our very successful 'MiniLit' and 'MultiLit' programs and will be engaging in professional learning to implement the third program, 'MacqLit', which is targeted at the upper primary students who are not achieving at expected levels in literacy, with a specific focus on reading.

We will be looking at both the NSW BOSTES Geography syllabus and its implementation as well as Mathematics and how to best incorporate the philosophy of Extending Mathematical Understanding into our daily practice.

We will be embedding the High Yield Strategies of Learning and Intentions and Success Criteria, Instructional Walks and Data Walls.

## 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

Our parents demonstrate a high level of satisfaction with our school. We foster and encourage open communication so that any issues that might arise can be resolved in a timely manner. We provide many opportunities for our parents to be engaged in their child's learning in many areas across the course of the year – covering the academic, sporting, cultural and spiritual domains of their learning.

The feedback we received from parents was very positive. The areas that were indicated for improvement on our parent surveys were the provision of appropriate information about a child's progress and the level of academic challenge provided to children. Both of these items will be discussed at School Committee meetings in 2016 for discussion and action.

### **Student Satisfaction**

The students indicated a high level of satisfaction with our school. They feel their voices are heard and they feel safe at school. The students are very excited about the Chromebook initiative and are enthusiastic when using their new learning tool. The extra-curricular activities school provides are always very popular and well received. The Buddy System is working well with the new Kindergarten students. The students enjoy excursions and joining up with our friends from Balranald Central School to celebrate events such as NAIDOC day and various performances. The students are very appreciative of the sporting opportunities afforded to them, and it is a credit to their families who make the commitment to travel huge distances to enable them to participate in these events. The students indicated that there is a fair balance between the various domains of their learning, but would always like to see more sport/PE included in the timetable.

### **Teacher Satisfaction**

The teachers are generally very satisfied with our school. They have been very appreciative of the care and support afforded to our school family during personally challenging times. They are very satisfied that our school demonstrates and enacts our faith and we live the message of Jesus in our daily work. The teachers are very satisfied with the support we receive from the CEO via our Education Officer and School Consultant, and they have a good working relationship and rapport with CEO staff as a whole. The staff foster a close working relationship with the parents of the children in their classes and maintain open lines of communication. All staff are willing to give of themselves to support various extra-curricular and out of hours activities to support the school such as Sacramental celebrations, working bees and the school fete to name but a few examples. The staff is a very collegial group who work hard to support each other, especially those who are experiencing grief and loss.

## **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	<b>\$178,147</b>	Capital Expenditure	<b>\$50</b>
Government Capital Grants	<b>\$0</b>	Salaries and Related Expenses	<b>\$721,869</b>
State Recurrent Grants	<b>\$608,447</b>	Non-Salary Expenses	<b>\$216,815</b>
Fees and Private Income	<b>\$85,261</b>	Total Expenditure	<b>\$938,734</b>
Other Capital Income	<b>\$12,887</b>		
Total Income	<b>\$884,742</b>		

#### 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.