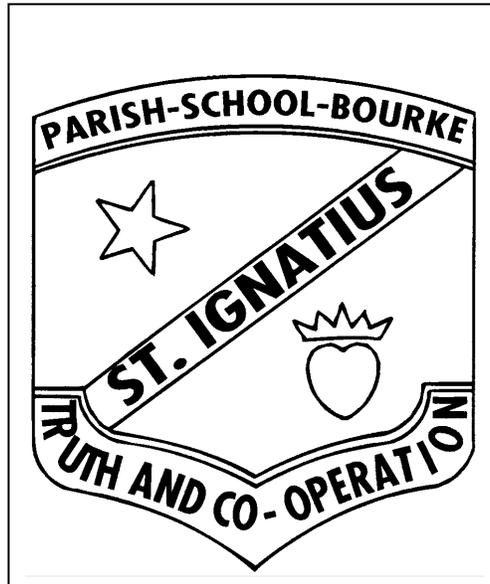


# St Ignatius Parish Primary School Bourke Annual School Report 2015



## School Contact Details

*3 Meek St  
Bourke NSW2840*

*[www.bourke.catholic.edu.au](http://www.bourke.catholic.edu.au)  
02 68722475*

**Principal**  
*Mrs Vicki Bourne-Fallon*

## ABOUT THIS REPORT

St Ignatius Parish Primary School, Bourke 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

As the new Principal at St Ignatius, taking up my position in July 2015, I have been welcomed to the community with an enthusiastic staff, willing to work with families and the wider community for the benefit of the children in our care. The parents and carers have been assisting in building a vision for the school, participating in Listening Assemblies and energetically raising funds for different needs.

After six years, we farewelled our Parish Priest, who had completed his work as pastor in Bourke and we have now welcomed a new Parish Priest.

The wonderful children are developing as learners and are encouraged to attend school with a positive attitude. They have had a variety of spiritual, academic, sporting and creative experiences to assist in their learning.

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.

Vicki Bourne-Fallon  
Principal

### Parent Body Message (P & F)

The St Ignatius Parents and Friends Association have continued to be an active and productive group in 2015. The main fundraising activities conducted this year have included the Annual School Ball in March, catering for the morning tea at Bourke P&A Show and catering at Louth Races in August. In addition the P&F were delighted to be invited to 'man' the drinks stall at the Bourke Easter Races. This was financially very successful as well as being a terrific day out for our community. The P&F is a small but committed group who work very hard to raise funds for the children of St Ignatius. The P&F is an open committee with all parents and friends of the school welcome to join.

### Student Body Message

This year at St Ignatius we got to learn different things, go on excursions to Canberra, Dubbo and Lightning Ridge and some students travelled for sports to represent our school. Some children were in the choir and everyone was a part of our school Christmas musical. We had visitors from Melbourne and Sydney schools who enjoyed playing with us and helping to make our playground safer and more fun. We raised money for the missions and learnt to think more about other people. A big change this year was that we got a new principal at St Ignatius.

## SCHOOL FEATURES

St Ignatius Parish Primary school is a Catholic Systemic co-educational school located in Bourke. The school caters for students in years Kindergarten to Six and has a current enrolment of 81 students.

St Ignatius Parish Primary School has been built on strong religious traditions, on land donated by Mr Joseph Becker in the 1870's. In 1881, the Sisters of St Joseph commenced their work until 1890, followed by the Sisters of Mercy in 1891 who remained present in the school until 2005. Between 1988 and 2004, the Marist Brothers took over the leadership of the school which has led to strong relationships with Marist high schools. Since that time, lay principals have continued to build on the foundations of the religious who have worked before them.

As a school community, we strive to live the values of love, hope, peace, openness and community, in the manner in which we live our daily lives.

### Our Achievements:

- Strong focus on Mathematics with the implementation of the EMU ( Early Mathematical Understanding) program
- Development of Mathematics
- Staff development in NSW Science and Technology and HSIE- History K-6 Syllabus documents
- Introduction of a Music Program including a school choir
- Participation in a Christmas Musical Performance " Children Of The World"
- Participation of students at local, cluster, diocesan and state representation for a variety of sports including swimming, athletics and cross country
- Performances at the Bourke High School MADD (Music, Art, Dance, Drama) Evening
- Participation in local events including Anzac Day, Remembrance Day, the Bourke Show and the Easter Parade
- Outreach: Meals on Wheels, Catholic Mission and Caritas
- Hosting a number of city schools including Marcellin College, Bulleen, Melbourne, St Ignatius College Riverview, Sydney and Loyola Senior High School, Mount Druitt, Sydney who worked with students to beautify the playground, play sport, assist with reading groups and be positive role models. In turn, St Ignatius children learnt to be welcoming, express gratitude and learn more about life outside of Bourke
- With the advent of a school bus, travel has become less of an issue to access opportunities

## Aboriginal Education

Of the 82 children in the school, 46% identify as Aboriginal. All staff and students participated in a Cultural Awareness program and celebrations for National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

## Information and Communication Technology

During 2015, St Ignatius students and staff were successful participants in a diocesan system, 1:1 Chromebook program which has enabled individualised learning and skill development in research and the Google platform.

All staff has been continuing to upskill themselves with technology to best use this tool to engage students in their learning.

## Student Leadership

The Student Representative Council raised funds for a sandpit in the playground by holding a raffle, Hot Dog Day, Mufti Day and disco.

The Year 6 students had opportunities for leadership development and transition to high school with the program facilitated by Eternity Aid and the Year 5 students had a Leadership Day in preparation for their nominations to a variety of new leadership roles in 2016.

## 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
44	38	1	82

\* 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 appraisal of 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. Appraisals 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 **89%**.

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

<b>Attendance Rates by Year Group</b>	
Kindergarten	88%
Year 1	83.5%
Year 2	87.5%
Year 3	87.5%
Year 4	89.5%
Year 5	92%
Year 6	92.5%

Throughout the year, there is a solid attendance record by the majority of students enrolled at St Ignatius. As a part of the wellbeing role, increasing attendance is a focus for 2016.

## 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 allocated Aboriginal Education Worker rings parents if there is an absence on a daily basis.
- 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
10	8	18

\*This number includes 8 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	16%
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## Professional Learning

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

The school held four whole school development days and three twilight meetings this year with the areas of focus as follows:

<b>Term 1</b>	
<b>Term 2</b>	
<b>Term 3</b>	Day 1 HSIE – NSW <i>History K–6 Syllabus</i> Day 2 Mathematics, Special Education
<b>Term 4</b>	Day 3 Religious Education - Spirituality Day 4 English - Literacy and Numeracy
<b>Twilight Meetings</b>	1. Numeracy- EMU strategies 2. Reconnecting with Learning Intentions and Success Criteria 3. Pedagogy: Children and their Learning

Other professional learning activities provided Numeracy (EMU), Literacy (Minilit), Faith Formation (Mustard Seed Retreat), Creativity, Positive Education, Special Education, Assessment and Data Collection.

## 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:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
<b>1</b>	Those having formal qualifications from a recognised higher education institution or equivalent.	11
<b>2</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
<b>3</b>	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 97.03%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 83.33%.

## 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 students at St Ignatius are given opportunities on a daily basis to participate in prayer, as a whole school and in class groups. At noon, a special bell is rung for the school community to pray “The Angelus”, as is the practice across the Wilcannia- Forbes Diocese. Children attend Mass, once a fortnight on Fridays at St Ignatius Church.

The Diocesan syllabus “Sharing Our Story” is the basis of the Religious Education Program, which allows children to explore and gain knowledge about our Catholic faith, its history, doctrine, traditions and practices. With a special grant from the Missionaries of the Sacred Heart Mission Office, we were able to buy a number of contemporary resources to enhance the teaching of Religious Education.

As part of the parish, the Years 5 and 6 children received their Sacrament of Confirmation, supported by a staff member who volunteered with preparations, working with the Missionaries of Charity Sisters. In support of the parish, the newly established choir has sung at a Family Mass.

With the appointment of a new Parish Priest, a process commenced to re-establish a Parish Council and new School Committee.

The children are keen participants in outreach initiatives which have included Project Compassion, Soctober and Meals on Wheels.

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 27.3

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 24.7.

## **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**

As 46% of our students identify as Aboriginal, the great diversity of culture is acknowledged and supported through the St Ignatius Cultural Awareness Program, NAIDOC celebrations which included visiting local guests, the professional development of our Aboriginal Education Workers and opportunities for our Aboriginal children to participate in different learning opportunities. They are supported in their learning with Personalised Learning Plans and targeted interventions, particularly for Literacy and Numeracy.

### **Students with Disabilities (SWD)**

There are three children funded as SWD. Staff members are aware of each child, their needs and Individual Learning Plans.

### **Country Area Program**

Extra curricular experiences included:

- Visiting theatre companies enabled children to be exposed to a variety of performances by Sydney based performers.
- Participating in Sport Clinics where visiting expert coaches have worked to develop skills in cricket, football and netball.

### **Excursions/Incursions**

Children have had different local and further afield experiences which have included visiting Brewarrina and Lightning Ridge (K-2), Dubbo (Years 3 and 4) and Canberra ( Years 5 and 6).

Our local Police Citizens Youth Club (PCYC) has been extremely supportive in facilitating skills based clinics for sport, both at their facilities and onsite at school.

The Life Education Van visited and provided the Happy Harold program. This emphasised the importance of healthy living and engendered great discussion.

## 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	6.3	56.3	25	0	12.5	100
	State	4.3	5.7	19	21	19.5	30.5	95.7
<b>Writing</b>	School	6.3	12.5	25	37.5	18.8	0	93.7
	State	1.8	4.3	16.4	23	38.5	15.9	98.2
<b>Spelling</b>	School	12.5	0	37.5	31.3	12.5	6.3	87.5
	State	4	9.6	18.4	20.8	20.1	27.1	96
<b>Grammar &amp; Punctuation</b>	School	12.5	18.8	18.8	31.3	18.8	0	87.5
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
<b>Numeracy</b>	School	25	12.5	43.8	12.5	0	6.3	75
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

2015 NAPLAN results in Year 3 indicate that Reading is a strength as all students reached the National benchmark.

In 2016, Writing will be a focus with an emphasis on professional development for teachers to build their capacity. A continued focus in Numeracy will be the Number strand, particularly place value.

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:**

		<b>Band 3 (-)</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	6.7	46.7	33.3	6.7	6.7	0	93.4
	State	4.6	15	20.7	21.8	20.5	17.5	95.4
<b>Writing</b>	School	20	33.3	33.3	6.7	6.7	0	80
	State	5.8	8.7	32.6	31.5	15.2	6.2	94.2
<b>Spelling</b>	School	6.7	13.3	40	26.7	13.3	0	83.3
	State	4.5	10.4	20	25.2	27	12.9	95.5
<b>Grammar &amp; Punctuation</b>	School	33.3	6.7	40	13.3	6.7	0	66.7
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
<b>Numeracy</b>	School	0	73.3	13.3	0	13.3	0	100
	State	3	15.3	25.3	25.6	16.6	14.1	97

2015 NAPLAN results for Year 5 students indicate that overall Numeracy is a strength as all children reached the National Benchmark. Individual results show that children need to be further developed in all domains of number.

In Reading, most students achieved the National Benchmark, however, work will continue to improve students' comprehension skills in order to improve reading outcomes.

In 2016, Writing, including Grammar and Punctuation will need to be a focus. In the area of Numeracy, Number will continue to be a focus.

Staff have spent time in considering the patterns in the NAPLAN data and comparing it to other assessment sources in order to target the needs of the children and their learning. This intervention is in a variety of forms including class, small group or individual programs.

## **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.

This year no modifications were made to this policy.

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.

Restorative Practices forms the foundation for our Behaviour Management Policy. We believe that we are creating a community of safe, respectful learners who build, maintain and restore relationships. Using Fair Process and asking the Restorative Questions, we approach the repairing of harm in a relational manner that allows all involved to learn from the situation and move forward in a positive way.

This year no modifications were made to this policy.

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.

This year no modifications were made to this policy.

## 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 Ignatius Parish School** follows these procedures.

## Initiatives Promoting Respect and Responsibility

**During 2015, initiatives to promote respect and responsibility included:**

- Revisiting the mantra "Being a safe, respectful learner" as part of the Restorative Practices Framework.
- Acknowledging the safe, respectful learners with a Principal's Morning Tea each term.
- Encouraging children to be on the Student Representative Council.
- Having Year 5 complete a Leadership Day in preparation for their 2016 Year 6 leadership roles.

**During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:** Assessment, Communication and the Staff Handbook.

Access to all policies and guidelines can be obtained by contacting the school office. No new policies were formulated in 2015.

## SCHOOL IMPROVEMENT

**St Ignatius Parish 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

- Staff continued to embed the use of tracking data as a basis for direction in the teaching/learning programs. Data walls have been created that enable all staff to be aware of students and their achievements and areas of challenge. Programs are more targeted to support students in their learning.
- Staff are more familiar with the NSW syllabus documents. They are using the new syllabus documents to plan and implement teaching and learning.
- Development of student Mathematical skills. As teachers are growing in capacity to provide purposeful Mathematical experiences, there has been an improvement, particularly in counting skills across the school.

## Priority Improvements for 2016

Through a series of Listening Assemblies, information was gathered from staff, parents, Parish Priest and students to set the goals for 2016.

**By the end of 2016, there will be an increased engagement of students, staff, parents and wider community:**

1. through a greater awareness of our Catholic identity;
2. by providing students with a faith based, high quality education;
3. in strengthening connections to real life learning with families, parish and the wider community; and
4. in developing a focus on the wellbeing of each student and staff member.

**Students will demonstrate increased engagement in the Religious Education Curriculum as evidenced by pre and post surveys and staff observations.**

- Community members will develop a knowledge of the school's history and charism, a deeper understanding of the school's values, will participate in the wider Church in the Year of Mercy and have stronger links to the parish.

**By December 2016, 75% of students will be achieving at their expected writing cluster and all students will progress through one writing cluster per academic year.**

**By December 2016, 80% of students will be achieving at their 'on the way' growth points in the four domains of Number and all students will progress through one growth point in an academic year with the exception of Place Value.**

- A whole school focus will be implemented for Writing and Number
- Staff will have professional development opportunities to enhance their knowledge and skills

- Parents will have the opportunity to attend Information and Games Nights
- Students' data will be collected and analysed to form intervention plans

**By December 2016, staff and students will have grown in awareness of different factors that contribute to the overall wellbeing of themselves and others.**

- Subcommittees of a wellbeing team will be formed to develop their roles in the areas of Positive Education, MJR, Restorative Practices, Seasons, Nutrition: Kitchen Garden Project, Music, Parent Connections, Playground Project.

## 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

Parents who returned the survey expressed satisfaction with the care their children received by the staff. Some families expressed low satisfaction with academic achievement in reading, writing and mathematics. Those with children with needs were grateful for the extra support that their child received.

Generally parents were satisfied with the communication regarding feedback about their child. Those who attended the parent conferences and meetings felt well informed. Other families were unsure about their children's progress and would like to be further engaged in the future.

A major point of view expressed was for staff to be able to participate in professional development and concerns for their wellbeing, as many are early career teachers. They acknowledged the challenges for these teachers.

Parents expressed satisfaction with the general site but many would like to see further works with the outdoor facilities.

### Student Satisfaction

Children expressed satisfaction with their experiences of school, particularly with their relationships with most of the staff. They acknowledged that the staff assisted with their learning and were interested in their wellbeing. Most children enjoyed their learning experiences, particularly the extra curricular activities. They expressed a curiosity in doing more interest based learning.

## Teacher Satisfaction

Staff members are positive about their level of job satisfaction and acknowledged the relational nature of their work. They have a particular concern for the children, their wellbeing and learning. Staff members are keen to improve engagement of parents in their children's learning.

They felt that the change in leadership in 2015 was a positive factor and were looking forward to developing their capacities as practitioners. They felt generally well supported in their endeavours. Staff acknowledged that the outdoor learning facilities were in need of an upgrade.

## 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>\$388,435</b>	Capital Expenditure	<b>\$665</b>
Government Capital Grants	<b>\$0</b>	Salaries and Related Expenses	<b>\$1,591,479</b>
State Recurrent Grants	<b>\$1,418,538</b>	Non-Salary Expenses	<b>\$424,733</b>
Fees and Private Income	<b>\$92,749</b>	Total Expenditure	<b>\$2,016,877</b>
Other Capital Income	<b>\$4,595</b>		
Total Income	<b>\$1,904,317</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.