

St Johns College Dubbo  
Annual School Report to the Community  
2015



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**Principal**

Mrs Kerry Morris

### Principal's Message

The 2015 academic year commenced in January with a College enrolment of 1060 students. The 2015 HSC class achieved outstanding results. The College Dux gained an ATAR of 99.65. Two students achieved All Rounder Awards and 11 students achieved an ATAR over 90+. The College has achieved a 2nd in the State in Studies of Religion II as well as over 59 Band 6 scores. The College leaders were once again a wonderful group of young people who demonstrated peer leadership and modelling for all students. Their involvement, example and leadership have been integral to the ongoing academic, religious, cultural and sporting achievements of the College community. St Johns College is a community offering the opportunity for whole person development and growth to all students in an environment that identifies itself as Catholic and that is formed around the teachings of the Catholic Church. The Year 12 cohort raised over \$11,000 for a local charity, Centacare Dubbo. This commitment gives witness to the quality of our student leaders and to the willingness of the students to contribute to the community, academically, culturally, in sport and spiritually.

*Mrs Kerry Morris*

### Parish Priest's Message

I have thoroughly enjoyed my first year back at St Johns College and I commend the Executive and staff for their care and professionalism. St Johns is always striving for new heights - academically, physically and spiritually. Under Kerry Morris' leadership the school is a great example of holistic Catholic Education. The renovations to the admin block and student courtyards will greatly enhanced the look and feel of the school environment. More importantly, the 2015 HSC results reflect the efforts at academic excellence by the staff across all KLAs and Stages. The development of student leadership is outstanding and the College works hard to encourage the best from all students.

I have worked closely with Rob Exner as REC Mission and Ministry and have been into several classes over the year, as well as participating in the Retreat program. Together with Year Coordinators and RE staff, Mr Exner strives to improve the quality of Retreat experiences. I was excited to witness first hand some of the growth in students, particularly in Year 11 and 12 Retreats.

2016 will bring a new area of challenge with the introduction of the CSYMA programme.

*Fr Greg Kennedy, Parish Priest*

### Parent Body Message

The focus of the College Parents and Friends Association is to provide a conduit between the vast parent body and the College. In 2015 the P&F organised for Mr Graham Hyman, a highly respected authority on adolescent development and parenting teenagers, to revisit the College to speak with parents on "Living With Your Teenager".

The College Parents and Friends Association holds its Annual General Meeting in March each year. All parents, carers and friends are welcome at the meetings. It is a great opportunity to meet the Executive and other parents. All meeting dates are publicised via the College Newsletter. 2015 was a transitional year of change for the Parents and Friends Association this year there will be a re establishment of the Association. A new Executive will be established and a more broad Vision and Mission established for all parents to become involved.

### Student Body Message

To be elected as the student leaders of St Johns College is an absolute honour. We strive to embody and encourage the College ethos, a community that flourishes with integrity, compassion and inspiring spirit. As School Captains, we take great pride and invest a great deal of effort into fulfilling our duties. It is a privilege to be in this position and we are compelled to do our absolute best.

The Captaincy role offers great experience and to a large degree, is very enlightening. Working alongside the other members of the extended leadership team, we endeavour to use our skills for the benefit of the College Community.

We extend our thanks to those who have, and continue to, offer support and guidance and we would like to wish all the best to those who follow.

*Lara Burton and Luke O'Brien, College Captains*

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## SECTION TWO: SCHOOL FEATURES

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St Johns College is a Catholic systemic Co-educational College located in Dubbo.

St Johns College was established in 1969 as Dubbo's Catholic Co-educational secondary school for students in Years 7-12. This was result of the amalgamation of the De La Salle Boy's College (1936) and St Patrick's College for Girls (1880s). The College accepted its first Senior Students into Year 11 in 1986. The first HSC graduating class was in 1987.

The College is located at Sheraton Road in a rural environment setting on 40 hectares. College enrolment is approximately 1050 students. There are 85 teachers as well as 48 support and ancillary staff. Professionally experienced Counsellors are also available for students and families. The Parish Priest is the College Manager and College Chaplain.

Pastoral Care is an integral part of St Johns College; policies such as the Anti-Bullying Policy, Cyber Safety Policy, Time Out Policy and Pastoral Care and Discipline Policy support this culture in the College. Programs such as Hit the Ground Running (Year 6 into Year 7), RAP (Year 7), Body Image (Year 7), Friends (Year 8), Kinks and Bends (Year 10), Anger Management and social Skills as needed are embedded into the fabric of the College promoting a pastoral care environment.

Curriculum has a high expectations focus for all levels of ability. There are programs in place to address special needs students and gifted and talented students. These programs are coordinated by a Special Education Coordinator within a faculty called the Independent Learning Centre which is staffed by both teachers and teacher aides.

The College is highly resourced with over 800 computers in its network. Students in VET subjects are supported by the Orana Trade Training Centre built on the College campus which is a consortium of MAGS, Dubbo Christian School and St Mary's Catholic School in Wellington.

Academically, the College is very successful extending students on the platform of solid pastoral care. The Dux scored an ATAR of 99.65 with 3 more students scoring over 98. 11 students scored over 90 ATAR with 59 students achieving Band 6's overall. The College also achieved 2 All Rounder Awards in the 2015 cohort. 4 students achieved a Merit Listing with one student being placed 2nd in the State in Studies of Religion II.

The College has a long tradition of sporting excellence particularly in Rugby League, Rugby Union, Soccer, Netball, Basketball, Athletics and Swimming. A number of teams and individual students have been successful at CCC and State levels.

Spiritually, the College supports two Religious Education Coordinators covering Catholic Studies and BOSTES Studies of Religion curriculum and the Ministry and Mission focus of student Catholic Education. A comprehensive Spiritual Program is implemented in Catholic Studies classes using both the College Chapel and Parish Church.

### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
554	505	57	1059

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2013, 70.2% completed Year 12 in 2015.

Students at St Johns College tend to leave and attend boarding school. This occurs particularly at the completion of Years 8 or 9. This is related to a high level of tradition in the local Catholic community families. In 2015 a number of students left in Year 10 and 11 to commence apprenticeships.

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

### Student Attendance Rates

The average student attendance rate for 2015 was 91.96%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.45%
Year 8	91.48%
Year 9	90.21%
Year 10	91.26%
Year 11	92.55%
Year 12	92.81%

### Managing Student Non-Attendance

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

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

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

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

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

### Senior Secondary Outcomes

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

**Senior Secondary Outcomes. Year 12 2014**

% of students undertaking vocational training or training in a trade during the senior years of schooling.	44%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

**Student Post School Destinations**

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	80%	8%	10%	2%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
88	44	132

\* This number includes 74 full-time teachers and 14 part-time teachers.

Percentage of staff who are Indigenous	2%
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### Professional Learning

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

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

<b>Term 1</b>	Professional Learning Communities at Work - understanding of PLC Concepts and Characteristics
<b>Term 2</b>	The College has several qualified First Aid Trainers and during Term 2 all staff attended theory and practical sessions to renew their First Aid Certificates.
<b>Term 3</b>	No staff development day held this term
<b>Term 4</b>	No staff development day held this term

In 2015 a position for a Learning and Teaching Coordinator was created. As a result of this appointment regular Professional Learning sessions were scheduled. Staff members presented sessions that covered topics including teacher organisation and classroom management, the use of technology, formative assessment and program writing.

The College continued to build on its commitment to develop the culture required to grow a PLC. Five staff members took part in six days of training at the Professional Learning Communities Leadership Academy.

### 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.	86
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	3

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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 College follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

At St Johns College we are committed to providing a high quality education based on Catholic values and tradition. In striving for this, the College recognises that each student is God's gift to the world and their family and that we are privileged to share with parents the responsibility of assisting in each student's personal growth towards maturity. For this reason Catholic faith traditions infuse the College life not only through liturgy and prayer but also throughout College practices and procedures. Every Year Group at St Johns College has the opportunity to take part in a Retreat Program during the course of 2015. As well, each year a Staff Retreat is organised off site to allow all staff participation in faith reflection and professional growth.

Catholic schools can be centres of the new evangelisation. In 2015 the introduction of Catholic Schools Youth Ministry Australia was given the approval. St Johns College is one of the schools granted the opportunity to implement this program.

As well, all students are required to follow a course of formal Religious Study from Year 7 through until Year 12. This is outlined below:

### Secondary Religious Education - Thematic Overview

- *Year 7*
  - School and Church Communities
  - The Liturgical Year
  - The Bible: Sacred Scripture
  - Christian Ideals: Moral Decisions
  - God and People in Creation
  - Ways People Pray
  - Old Testament: Overview
- *Year 8*
  - Experiences of Good and Evil
  - The settings of the Gospels
  - Symbol and Ritual, Sacraments of
  - Living the Christian Life
  - The influence of Jesus
  - People and Ministries in the Church
  - Early Christian Communities
  - Ways of being Catholic
- *Year 9*
  - Images of Good and Evil
  - Catholic Church in Australia
  - Sacraments of Healing
  - Old Testament: Selected Texts
  - Key Church Teachings
  - Mary
  - Literary Forms in the Scriptures
  - Ten Commandments and Beatitudes
- *Year 10*
  - Working for Justice in Australia
  - Personal Moral Responsibility
  - Eucharist
  - A Synoptic Gospel
  - Major Christian Denominations

- The Church in History
- Ancient and Indigenous Religions
- *Catholic Studies: Year 11 and Year 12*
- Church in Australian Society
- Mary and Women in the Scriptures
- World Religions
- Moral Issues
- Living with Good and Evil
- Prayer through Liturgy
- Being Catholic
- Sacraments at the Service of Communion

In 2015 St Johns College had eight teaching staff members with formal qualifications in Religious Education.

Fr Greg Kennedy is the Pastor of St Brigids Presbytery, Dubbo as well as the College Chaplain. Fr Joshy Kaithakulangara cmi is the Assistant Priest. St Brigids Presbytery is located in Brisbane Street, Dubbo (Phone 6882 4233). Mrs Judy Clark is the Parish Secretary.

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

Our School's average result (as a mark out of 50)	
	25.59

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

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## SECTION SIX: CURRICULUM

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The College follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

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### *Year 7 and 8 Core Subjects:*

Catholic Studies, Science, English, Mathematics, Technology, PDHPE, Music, Art, Language Year 7, History Year 7, Geography Year 8.

### *Year 8 Interest Electives:*

Agricultural Technology, Drama, Theory & Practice in Sport and Games and Japanese.

### *Year 9 and 10 Core Subjects:*

Catholic Studies, PDHPE, Mathematics, Science, English, History, Geography.

### *Year 9 and 10 Electives:*

Agriculture, Commerce, Food Technology, Visual Arts, Drama, French Beginners, French, Italian, Graphics Technology, Textiles Technology, Graphics Technology, Industrial Technology-Metal, Industrial Technology-Timber, Information Software and Technology, Physical Activity and Sport Studies.

### *Preliminary and Higher School Certificate Courses (Board Developed Courses):*

Catholic Studies (CEC), Ancient and Modern History, Extension History, Studies of Religion I and II, General Mathematics 1 & 2, Mathematics, Mathematics Extension 1 & 2, Standard English, Advanced English, Extension 1 & 2 English, English Studies (CEC), Chemistry, Physics, Biology, Senior Science, Economics, Business Studies, Geography, Legal Studies, Society & Culture, PDHPE, Community and Family Studies, Visual Arts, Music 1 & 2, Extension Music, Drama, Food Technology, Design & Technology, Industrial Technology-Timber, Software Design & Development, Information Processes & Technology, French Beginners, French Continuers, Italian Beginners, Italian Continuers.

### *School Delivered VET Courses:*

Construction, Entertainment, Information & Digital Technology, Primary Industries (OTTC), Metal & Engineering (OTTC), Hospitality (OTTC),

### *CEC Courses:*

1U Visual Design

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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

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

Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	26.00%	29.00%	18.00%	19.00%
	Reading	26.00%	28.00%	17.00%	15.00%
	Writing	14.00%	16.00%	29.00%	29.00%
	Spelling	28.00%	31.00%	15.00%	16.00%
	Numeracy	16.00%	26.00%	12.00%	17.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17.00%	17.00%	26.00%	29.00%
	Reading	19.00%	21.00%	17.00%	23.00%
	Writing	15.00%	13.00%	35.00%	39.00%
	Spelling	24.00%	24.00%	15.00%	22.00%
	Numeracy	24.00%	24.00%	10.00%	17.00%

### Higher School Certificate

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

The 2015 HSC Results for St Johns College were outstanding. The high level of performance was attributed to a talented cohort and the success of a whole College focus on the development of extended answers and high expectations of student performance. During some set senior study periods within the week a no technology rule was implemented for all students in both Years 11 and 12. Year 12 students are encouraged by their teachers to complete drafts of their work to be critiqued consistently, to improve the standard of their responses. The College DUX achieved ATAR 99.65.

In 2015 the number of students issued with a RoSA	30
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### **Student Welfare Policy**

No changes were made to the policy this year.

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

### **Discipline Policy**

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

### **Discipline Policy**

No changes were made to this policy this year.

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

### **Anti-Bullying Policy**

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### **Complaints and Grievances Resolution Policy**

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### **Initiatives Promoting Respect and Responsibility**

Programs include:

- Student Representative Council and Leadership programs
- Peer Support Program
- Hit the Ground Running (for Year 6 students entering Year 7 at the College)
- Resourceful Adolescent Program (Year 7)
- Friends Program (Year 8)
- Kinks & Bends program (Year 10)
- Responsible Driving Program (Year 11)
- Year 12 Charity Golf Day
- Drug and Alcohol Awareness Development program and booklet development in conjunction with Police and parents.
- Guest visits by community leaders including drug and alcohol counsellors, police liaison officers and community health workers
- Fundraising for charity
- Anti-bullying program including peer mediation
- Founders Day celebrations
- Celebration of days such as Anzac Day and Australia Day
- Daily raising of the Australian Flag
- Celebration of achievement through College Assemblies and various awards evenings.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The College implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan. The College engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### Key Improvements Achieved in 2015

2.4 Pedagogy and Teaching Practice - The commencement of the PLC process in the College with Year 7 Mathematics. A focus on the development of the Year 10 Enrichment classes in History with a differentiated curriculum. Introduction of the Technology Free Study Periods in the Library for senior study.

2.6 Professional Learning - increased access for staff to HSC marking, development of learning sessions for new scheme teachers presented each week and registered for the Institute. Targeted Professional Learning for each KLA to offer cover in the afternoon periods and move into the later afternoon.

Offering two staff to attend PD sessions to encourage a more successful implementation within the school. Planning for the growth of the PLC's in the College with structural changes in the timetable to allow collaboration time for the PLT's and extension of the PLT's into Year 8 Mathematics, Year 7 English and Year 7 History.

4.2 Use of Resources, Facilities and Space for Learning.

Completion 3 new classrooms, completion of the Student Services, completion of the outdoor instructional area for ILC, completion of the new TAS block and the refurbish of the old Food Tech rooms for Senior Art.

### Priority Key Improvements for 2016

4.2 Use of Resources, Facilities and Space for Learning - Completion of a Master Plan for development of the Administration Block, Science Labs, playground and senior courtyard landscaping, painting and maintenance. Long term plan to build a new Community Hall between the SJC and St Johns Primary.

4.1 Financial Management - to balance the accounts to ensure a sustainability to continue Master Building Plan and increase spending into Professional Learning for staff.

2.4 Pedagogy and Teaching Practice - The continued growth of the PLC approach to teaching and the extension of the Intervention Period in the College (Learning Plus) to support the PLT's and allow all students time to grow in their learning.

2.2 Curriculum Provision - The continued roll out of the National Curriculum across KLA's. Development of enrichment programming for Stage 5 to be rolled out during the year to ensure the higher ability students are achieving their potential. Expansion of the ILC to more effectively cater for students with Special Needs.

1.2 Religious Education - Changed structure of Catholic Studies classes with differentiated content, introduction of Community Service in Year 11 Catholic Studies.

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

### Parent Satisfaction

- Parents indicate a high level of satisfaction as the College has maintained its enrolments around 1050-1080 over the last 3 years. Substantial positive community feedback is received at the College regarding academic results and pastoral care policies implemented at the school. Student placement in employment has increased over 2015 and is a reflection of the high regard the parent community have in the College. Attendance at Information Evenings, Award Presentation Evenings and Parents and Friends sponsored information functions for parents are very well attended

### Student Satisfaction

The continued development of a large number of new buildings and resources has expanded the student services at the College. This increases student satisfaction.

The refurbishment of both the Senior Courtyard and main quadrangle in the playground with artificial grass, shade sails and new playground seating has improved the physical environmental conditions of the College.

The introduction of a new Youth Ministry Program by the College Chaplain, in conjunction with the REC-Ministry and Mission, has increased satisfaction with the Faith Life and Religious Education in the College.

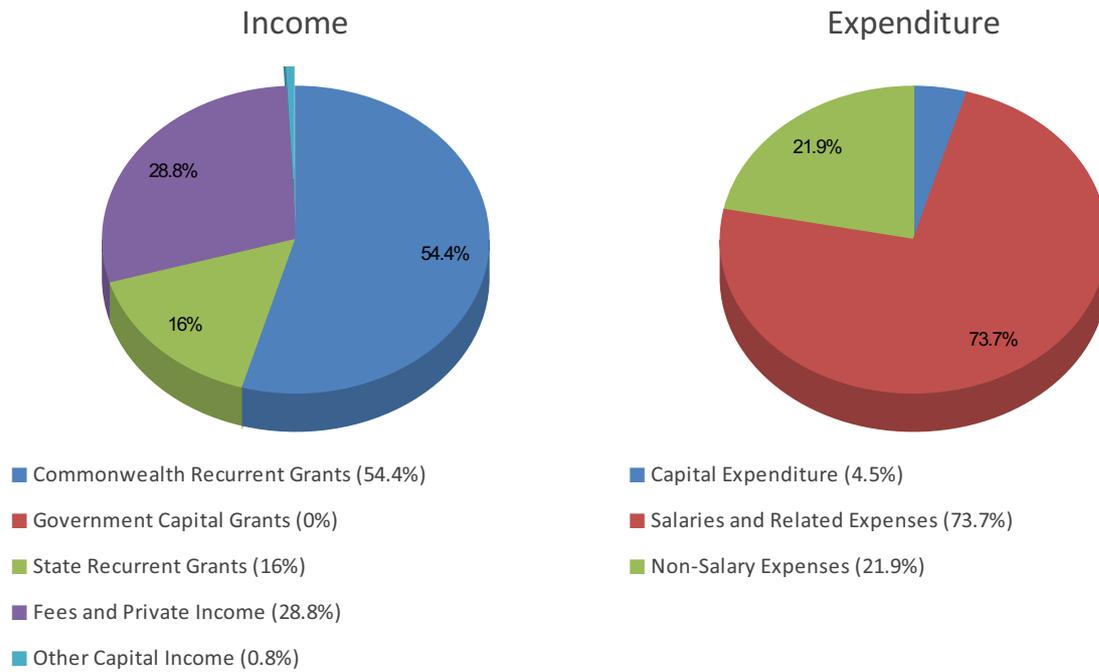
### Teacher Satisfaction

Greater internal support from the College to the Pastoral Care Team and College Counsellors has increased the Pastoral Care and Discipline procedures, and satisfaction with student welfare.

Retention rate of teachers at the College is very high, with less than 8% leaving the College at the end of 2015. 35 staff at St Johns College are ex-students.

The development of a whole College Professional Learning Plan to support staff in gaining their hours for Institute Accreditation and to assist staff moving towards higher levels of accreditation has improved staff satisfaction.

The holistic approach to setting Annual Goals for KLA's and individual staff linked to the College Strategic Plan and the BOSTES Standards has increased staff motivation.



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

**Notes**

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