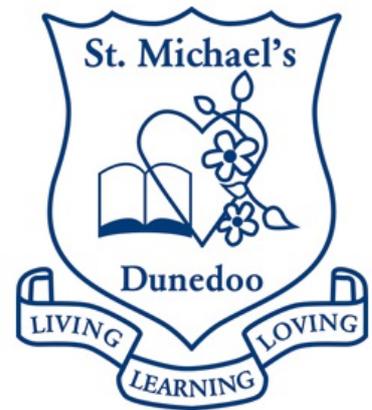


# 2016 Annual School Report to the Community

## St Michaels Primary School Dunedoo

50 Tucklan Street, Dunedoo 2844  
[stmichaelsdunedoo@bth.catholic.edu.au](mailto:stmichaelsdunedoo@bth.catholic.edu.au)  
[www.stmichaelsdunedoo.catholic.edu.au](http://www.stmichaelsdunedoo.catholic.edu.au)  
(02) 63 75 1387

Principal Sister Margaret Flood



### Principal's Message

St Michael's is a school where each child is valued as an individual. We encourage a sense of pride in work and personal achievements endeavouring to have each child reach their full potential spiritually, intellectually, emotionally, physically and socially.

We value the place and importance of family as the basis of life. We also acknowledge parents as the first educators of their children. It is a journey that we take together supporting and encouraging each child to reach his/her full potential.

The Staff at St Michael's are very dedicated to educating and supporting students of all ability levels. During 2016 we continued our focus to improve our student performance in literacy and numeracy by providing additional staff through State Action with expertise in these areas and this enabled us to target a greater number of students who were experiencing literacy and numeracy difficulties within the classroom. The continuation of MiniLit, MultiLit, and the development of programmes based on results has enabled us to have programmes we can be proud of.

Thanks everyone for what we were able to achieve.

Sr Margaret

Principal

### Parish Priest's Message

St Michael's School is a wonderful community and I have felt privileged to have some contact with children, staff and parents over the last year. There is a strong focus on teaching and learning and all teachers appear motivated and keen to work as a team. Whenever I have visited I see the children engaged through a variety of learning activities, their creativity is fostered and there is a happy feel within the classrooms and playground .

There is a high priority given to handing on the faith and creating a Catholic environment. Sr Margaret encourages and enables all the staff in their ongoing formation and leads by her example of treating everyone with respect and dignity. Fr Augustine is welcomed and encouraged to be part of the school as much as possible. I have been involved with parental formation for the sacramental programme and have been able to celebrate Mass on special occasions.

The physical appearance of the school has been enhanced in the last year and ongoing maintenance is attended to in a timely manner. I am very happy to be a small part of this wonderful school.

Yours,

Fr Greg Kennedy.

Parish Priest

### Parent Body Message

It certainly has been a year of successes for such a small school. From our successes in all the sporting arenas to the Christmas Story Art Competition where even the Archbishop of Sydney acknowledged the success of our small school. It really is proof that small things can achieve great things.

We began the year with the purchase of new furniture for the classrooms which complemented our previous renovation. We also purchased a new ride on mower for the school.

We encourage families to be involved in the P&F as an easy way of finding out about your school, it's a great way to build relationships within our school community, and to show your support and interest in your child's education.

Our involvement in school and community has continued through

- Bush Poetry BBQ and entertainment
- Welcoming of Loreto with a BBQ at Sal and Mark Dents
- Catholic Schools Week breakfast
- Our Art Unlimited Cafe which the Mums of our school catered for and was a huge success.
- The Spring Fair and the produce stall
- Our annual Mates Day

Our cattle program continues to make a profit.

The staff & parents enjoy a collaborative relationship working to give our children the best opportunities.

David Brennan

P & F President

### Student Body Message

As School Captains, we supported St Michael's School in 2016 by organising assemblies, liturgies and important events which contributed to the life of the school. Buddying with new Kindergarten students was a very important part of our role as well. Opportunities were given to develop self-esteem,

leadership qualities and a sense of social and environmental responsibility.

At St. Michael's we have a large playground and the school buildings are well maintained. We all play together like a big family. Our teachers are nice and help us as much as we need. We have a lot of extra things we can do such as different sports including soccer, handball, table tennis, netball and basketball.

The highlight of the year for us was our year 5 and 6 excursion to Canberra.

We love coming to St. Michael's and will miss all the familiar faces when we start High School.

St Michael's School Captains

---

## SECTION TWO: SCHOOL FEATURES

---

St Michaels Primary School is a Catholic systemic Co-Educational School located in Dunedoo.

Some unique features of St Michael's School are its size, the positive attitude of all towards learning, and the development of the core values of resilience, responsibility, tolerance and self-confidence. The school has a generous-sized playground. The interaction of the children is of utmost importance to the staff who engage in effective strategies to develop mutual respect and a sense of fair play.

In 2016, St Michael's School was structured in the following way:

§ Kindergarten / Year One

§ Year Two / Year Three

§ Year Four / Year Five / Year Six

Education at St Michael's School is aimed at the optimum development of each child. This aim is recognised and individual needs are catered for through differentiation in teacher planning and programming.

Regular assessment of student learning has taken place and staff discussions regarding data, specifically in the area of Numeracy & Literacy, has provided the necessary basis for Professional Learning Communities work in 2016 and onwards.

The acquisition of extra Information Communication Technology resources has given greater scope for classroom teachers to work with whole class delivery of lessons.

Each year, in accordance with the School Plan, we focus on a specific area which then relates to our policy review, purchase of resources and Professional Development.

In 2016 the focus was on;

- Improving teaching and learning in Literacy and Numeracy as a whole school focus
- Improving reading fluency
- The explicit teaching of spelling
- Placing students on the Literacy and Numeracy Learning Continuums
- Learning and Teaching programmes being supported by the collection and analysis of data
- Building a collaborative culture within the school community through Professional Learning Communities
- Developing a Mathematics document K-6 that is user friendly and highlights the essential learnings for each stage
- Continuing our uninterrupted Literacy and Numeracy blocks Monday - Friday

The Catholic Education Office has available support personnel who are located in Bathurst and Dubbo to assist school staff with specialised programs. One of the most important initiatives during 2016 was the continuation of the availability of a School Counsellor in all Diocesan schools. St Michael's was fortunate to have this service provided once again on a fortnightly basis.

### 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 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 21    | 20   | 1      | 41             |

\* Language Background Other than English

### 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 2016 was 92.45%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |
|--------------------------------|--------|
| Kindergarten                   | 92.50% |
| Year 1                         | 91.69% |
| Year 2                         | 90.96% |
| Year 3                         | 95.90% |
| Year 4                         | 90.77% |
| Year 5                         | 90.56% |
| Year 6                         | 94.78% |

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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, monitor part or whole day absences.

School 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 School 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 Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 7                     | 5                        | 12             |

\* This number includes 3 full-time teachers and 4 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 8% |
|--|----|

### 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 School 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 School held the equivalent of five staff developments days this year with areas of focus as follows:

|               |   |
|---------------|---|
| <b>Term 1</b> | Annual School Improvement Plan & setting of Personal Goals - focus for 2016, Child Protection Training, |
| <b>Term 2</b> | Professional Learning Communities - Mathematics Essential Learnings, Proficient Scales & Marking Guides |
| <b>Term 3</b> | Challenging Behaviours - Ways to deal with students who exhibit Challenging Behaviours.                 |
| <b>Term 4</b> | Model of Christ Centred Learning - Personalised Learning  |

Professional learning is most effective when it is meaningful, based on recognised need and there is a long-term commitment by those involved. The staff participated in various learning opportunities throughout the year relating to improving student outcomes.

Professional Learning can take many forms including whole school staff days, subject specific in-services, meetings and conferences, as well as a range of professional learning programs provided by the school and the Catholic Education Office Bathurst.

The school held the equivalent of six staff development days this year.

### 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.   | 8                  |
| 2                      | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0                  |

---

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

**Vision Statement:** St Michael's Catholic Primary School is a Christ centred community, which challenges students to develop their unique gifts and talents through a supportive partnership of school, parents and parish.

St Michael's Catholic Primary School is an integral part of St Michael's Parish, Dunedoo. It is a place of quality learning and teaching where young people are supported in developing their awareness and acceptance of their personal strengths in the Catholic tradition.

**Prayer & Liturgy:** The whole school prays the school prayer together on Monday morning as well as sing the National Anthem. Tuesday - Friday prayer is at the beginning of each day as part of the classroom prayers. Each class also prays before recess, lunch and afternoon dismissal. The school celebrated the opening and closing of the school year, the feast day of St Mary of the Cross MacKillop and days related to the liturgical year eg Ash Wednesday.

Faith formation for students and staff include: School and Parish Masses, Retreats, School Prayer, Sacramental preparation, Christian Living Camp and events that encompass our whole school living our Mission Statement. These events include Anzac Day, Remembrance Day, visiting Kahkama House – Aged Care Facility, celebrating Senior Citizen's Week, Grandparents Day, Mates Day, Mission and Project Compassion Appeals.

**Pastoral Care and Social Justice Activities:** Pastoral Care is the responsibility of everyone in the school community. Teachers, parents, support and ancillary staff and especially students are just some of the groups who contribute to Pastoral Care. Being a small school the older children become natural carers of new and younger students. The students are continually encouraged to act in accordance with Christian values and be sensitive to the dignity of each person.

The Student fundraising supports Caritas, Catholic Mission as well as local organisations eg Cystic Fibrosis.

**Sacramental Program:** Catholic students in Year Two receive the Sacrament of Penance, students in Year Three receive First Eucharist and students in Year Six receive the Sacrament of Confirmation. Students not of our faith in these classes participate in the units of work being studied in the classroom and with their families, are invited to be involved in the celebration of the sacrament.

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) |       |
|---|-------|
| Year 6  | 35.75 |

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.

---

## SECTION SIX: CURRICULUM

---

The school provides an educational program based on, and taught in accordance with the 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 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 curriculum.

St Michael's School is registered as compliant with government regulations. Key Learning Areas taught are from the NSW Board of Studies Syllabus. The school teaches RE from the Diocese of Bathurst Religious Education Curriculum.

Support is provided for the delivery of high quality education, with all staff knowledgeable about emerging curriculum and statements of learning through Catholic Education Office, in-services and learning programs.

The school provides vital learning support programs in Literacy (PreLit, MiniLit, MultiLit) and Numeracy (QuickSmart) to assist students who need extra help. In Literacy, the school also uses the whole school approach of Read Live and Spelling Mastery. The infants also use Jolly Phonics. PLC develops Essential Learnings and Proficiency Scales to make up our Maths Program. Some of the Units taught in Science and Technology use the Diocesan Primary Connections Program, which has a literacy focus. Many of the Curriculum areas are integrated.

As a result of State Action Plan 0.5 teacher allocation and enhanced focus on the use of student data to drive teaching and learning, the school is now actively pursuing the use of the Literacy and Numeracy Continua as the major tools for tracking student progress in literacy and numeracy.

The professional dialogue that has emerged as a result of the use of the Continuums has been beneficial and enabled the teachers to make more informed judgements not only about student progress but also the most appropriate next steps for student learnings in Numeracy and Literacy. It is also characterised by sharing of ideas, collaborative planning, joint development of resources and shared accountabilities.

As a result of the focus on the Continuums and the use of student data each student now has a Personalised Learning Plan (PLP), involving the student, teacher and parents, where individual goals are set and regularly reviewed. The data from the PLP highlights students' strengths, areas for development, with particular focus areas for improvement.

Students are invited each year to audition for the Moorambilla Choir, which includes students from schools throughout northwest NSW.

All Students from K – 6 participate in 'Speak Out', which was adjudicated by local Public Speaking adjudicator. As well all students participated in the Wellington Eisteddfod.

Community Service activities included students being involved in raising much need funds for Diabetes Australia, Caritas and Missions as well as taking part in Clean up Australia, Anzac Day and Remembrance Day Services.

The school runs Daily Fitness and Crunch 'n' Sip Programs to enhance student fitness, healthy eating and overall wellbeing. These provide a sound start to each day and are founded in research and proven positive outcomes for all.

## 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 School 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 School 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 2016 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 100.00%                          | 53.00%    | 0.00%                               | 10.00%    |
|                     | Reading                 | 100.00%                          | 48.00%    | 0.00%                               | 11.00%    |
|                     | Writing                 | 100.00%                          | 49.00%    | 0.00%                               | 6.00%     |
|                     | Spelling                | 67.00%                           | 46.00%    | 0.00%                               | 12.00%    |
|                     | Numeracy                | 33.00%                           | 36.00%    | 0.00%                               | 13.00%    |

| NAPLAN RESULTS 2016 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 40.00%                           | 36.00%    | 20.00%                              | 15.00%    |
|                     | Reading                 | 60.00%                           | 35.00%    | 20.00%                              | 16.00%    |
|                     | Writing                 | 20.00%                           | 17.00%    | 0.00%                               | 18.00%    |
|                     | Spelling                | 60.00%                           | 30.00%    | 0.00%                               | 17.00%    |
|                     | Numeracy                | 0.00%                            | 28.00%    | 0.00%                               | 17.00%    |

### Student Welfare Policy

At St Michael's we strive to build a school community where respect for self and others, forgiveness and affirmation prevail. Positive relationships between students, teachers, parents and other members of the school and parish community are central to our mission as a Catholic school. These positive relationships are based on trust, co-operation and respect to allow everyone to achieve maximum potential and growth. Pastoral Care is an integral aspect of our school and touches all members of the school community.

There were no changes made to the School's Pastoral Care 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

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

### Discipline Policy

St Michael's School has developed a comprehensive Welfare Policy, which includes the two main components of Pastoral Care – Anti Bullying and Discipline. The Welfare Policy based on the Gospel values of justice and respect for the individual.

We believe all members of our school community have

- The Right to be safe and happy
- The Right to learn
- The Right to be treated with dignity & respect.

No changes were made to this Policy

The full text of the School's Student Discipline Policy may be accessed on the School'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

St Michael's School runs a range of activities, which promote respect and responsibility. These may be community-based activities such as ANZAC Day Ceremonies, Remembrance Day, or Church based activities such as fundraising for Caritas Australia, Missions or visiting the local Hostel- Kahkama House for Mass once a month.

The most successful program in the school is our Buddy Program whereby Kindergarten students are matched with a buddy from Year 4, 5, 6. These buddies are there to assist them specifically in the early weeks of school but throughout the year. They show them so much of the culture and ethos of the school by their behaviour, the way they treat each other and the activities they undertake together.

Other examples of ways respect and responsibility are undertaken would include our Ministry Program of Leadership, fundraising activities and in the daily way we treat each other and the positive and responsive way issues are dealt with both in the classroom and on the playground.

---

## SECTION NINE: QUALITY CATHOLIC EDUCATION

---

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

### Key Improvements Achieved in 2016

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

#### Strengths:

- The Catholic faith is authentically at the heart of this school community. Both learning and pastoral care are integral to this school's culture, and explicit in the school motto "Living, Loving Learning" and lived each day.
- The school is well on its way in the analysis and discussion of data.
- Regular assessment of student learning are undertaken.
- There is a strong focus on quality learning. A process has been established for identifying specific student learning needs.
- St Michael's staff form a solid and professional collaborative team, mutually respectful and open to new approaches.
- Learning spaces are organised for whole group work, small group and individual work.
- There are few obvious behavioural or attendance problems as there is a high level of engagement in learning.

### Priority Key Improvements for 2017

The school has reviewed the 2016 Annual Plan and developed its Key Areas for Improvement. These areas will be closely linked to AITSL Standards and incorporated into the Staff goals.

Identified areas include

#### Catholic Identity

- Permeation of Catholic Values drawing on the Gospels and Catholic Social Teachings.

#### Curriculum Assessment & Reporting

- Identifying Essential Learnings and developing Proficiency scales in English.
- Implementing "Look At Me" Term Review Sheets K-6 for English & Maths.

#### Engage in Professional Learning & Improved Practice

- staff participating, reflecting & evaluating after Peer Coaching observation.

---

## SECTION TEN: 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**

St Michael's is a very open and welcoming school where parents are consulted and included in decision making. These opportunities take place through our Parents and Friends Association, feedback from the weekly Newsletter and in conversation. All parents are regularly speaking to staff and visit the school frequently to attend Assemblies, Mates Day, sporting events and celebrations. Issues and concerns are addressed quickly and harmoniously.

We have had no formal complaints and regularly receive compliments and praise from parents.

### **Student Satisfaction**

The students at St Michael's have an excellent relationship with staff. They are well represented by their School Captains and Student Representative Council. Issues raised are addressed and monitored.

The School believes that all students at St Michael's will be Safe, Respected, Responsible and Kind. These are embedded in the school culture.

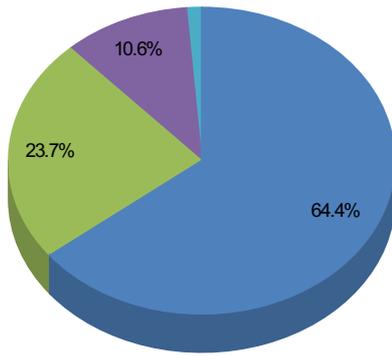
### **Teacher Satisfaction**

St Michael's is a small school and the culture of collaboration is a major factor in the excellent working relationship between all the staff. There is an atmosphere of shared ownership, inclusion and support for each member of staff.

All staff at St Michael's School are treated with respect and are considerate of each other. We acknowledge that each staff member has their own individual personalities, traits and abilities and work well together as a team for the benefit of the students and school as a whole. We work as a team with the whole community providing quality education and opportunities for the students of St Michael's

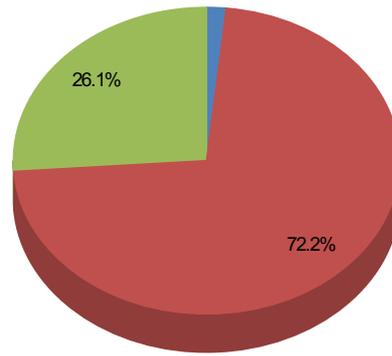
Teachers have embraced the whole School Timetable and the opportunity to teach all students at various points throughout the week.

Income



- Commonwealth Recurrent Grants (64.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (23.7%)
- Fees and Private Income (10.6%)
- Other Capital Income (1.3%)

Expenditure



- Capital Expenditure (1.6%)
- Salaries and Related Expenses (72.2%)
- Non-Salary Expenses (26.1%)

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.