

2016 Annual School Report to the Community

St Josephs Primary School Gilgandra

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Principal Mr Anthony Musgrave



Principal's Message

Education is a lifelong journey and as pupils of St Joseph's, the school becomes a component of that trek. We are honoured to be a part of the children's lives. In 2016 we had so many moments to look back on with great pride, excitement and enthusiasm. One of the greatest assets of our school is its loving, caring nature, and respect for everyone, big or small. We strive to be a model of Christ centred learning and we endeavour to educate the whole child in an atmosphere that values excellence in all areas. The students are our school. We thank each and every one of them for their fine contributions this year. Thank you also to our Year 6 leaders who have lead by example. This year we were all privileged to attend so many beautiful Masses and Liturgies that can often inspire us to go out and live Christ like lives. We thank Fr Martin and Sr Robyn who certainly are wonderful Catholic role models. Thank you to the sensational staff at Joey's who through their love, care, enthusiasm, professionalism and knowledge, endeavour to give each and every child that complete education. Finally we thank our marvellous parents, families and friends for their continued support.

Parish Priest's Message

Dear Friends,

"Danny", said Mum, "Didn't I ask you to share your skateboard with your brother?" "Yes, Mum. We are sharing. I have it to go downhill and he has it to go uphill!" It's great to see good healthy sharing, uphill and downhill, at St Joseph's, in class and during recreation!

Celebrations to mark the arrival of Bishop Matthew Quinn, the first Bishop of the Bathurst Diocese, and the Sisters of Mercy, 150 years ago, took place recently. An excellent book has just been published, "Bishop Matthew Quinn and the Development of Catholic Education in New South Wales 1865-1885".

The extraordinary Year of Mercy was celebrated this year from the Feast of Christ the King, Sunday, 22 November, 2015 to Sunday, 20 November, 2016. During the year we were encouraged by Pope Francis to let sink into our minds and hearts, God's extraordinary mercy and love for each and every person. This inspires us to come, and bring the whole family, to Mass at least every Sunday and to praise and thank Him and request His help.

May God who could not be more big-hearted, bless you all abundantly!

Fr Martin O'Mahony.

Parent Body Message

To those who assisted at the ball or on a stall, worked in the canteen, were available to help transport children to events, thank you for enabling the Parents and Friends to be able to deliver additional resources for our school made possible by fundraising events. These events included the St Joseph's Debutante Ball, the Mother's Day and Father's Day Stalls, and the St Joey's Fete. Thank you all for your amazing efforts again this year. Each year these events allow us, as parents, to help the school to renew, improve and maintain the high standard of education our children receive. I encourage you to get more involved next year. Speaking of next year, our long standing Treasurer, Carol Alchin, is hanging up her abacus and ledger book. Also, our even longer standing Secretary, Wes Morris, is laying down his pen and journal. So we are looking for people to fill these positions next year. Thank you to the current committee for your commitment, ideas and support this year. Thank you to Tony and all the staff for your dedication and commitment to guiding our children through the rigours of learning and encouraging them to "Give Of Their Best" during 2016.

Peter Gaff, President

Student Body Message

All Year 6 students are considered leaders of St Joseph's School. In Year 5 they deliver a policy speech stating how they will lead the following year. Each student receives a badge and duty statement at the beginning of Year 6. Responsibilities included in the duty statements are:

- * Welcome and thank visitors to St Joseph's School
- * Represent the school when requested
- * Encourage and support fellow student leaders

- * Show respect for myself and my school by:
 - upholding the worthy traditions of our Catholic school
 - carrying out my duties, as a Year 6 leader, to the best of my ability
 - assisting staff and fellow students when necessary
 - helping my Kinder buddy
 - always setting a good example at school and in the community, as the good name of St Joseph's School will be measured by my conduct
 - participating in all school activities with enthusiasm
- * With other student leaders, assume role of Sports House Captain at carnivals and competitions
- * Assist with the watering, bins, table cleaning, tidying of the sports shed and returning Kinder tubs
- * Participate in and contribute to Student Leader Meetings.

The school is very proud of each Year 6 student.

SECTION TWO: SCHOOL FEATURES

St Josephs Primary School is a Catholic systemic Co-Educational School located in Gilgandra.

St Joseph's Catholic Primary School Gilgandra is a one stream K-6, co-educational school, that is part of the Diocese of Bathurst.

All Year 6 students are considered leaders of the school and each receive a badge and duty statement at the beginning of the year. The school is very proud of each Year 6 class and how they lead by example. The students of St Joseph's have a good reputation for being polite and friendly.

The staff at St Joseph's is continually looking at ways of improving the teaching of all Key Learning Areas to ensure a rewarding education for all students. Every child is a unique individual and the school endeavours to ensure each child is given the opportunity to develop in all aspects of life, with Christ as the guiding light.

Major excursions are arranged for various classes, including the Years 5/6 Sydney and Canberra/Snowy excursion, Year 4 Wellington Caves/Burrendong Dam, Year 3 Western Plains Zoo and various smaller infants excursions. These excursions are not only an integral part of the History/Geography syllabus but they provide additional stimuli for writing and speaking. Students attend a school performance tour once a term and all students from Year 1 to Year 6 participate in verse speaking choirs in the annual City of Dubbo Eisteddfod.

The school is most fortunate to have a very supportive and hard working parent organisation in the St Joseph's Parents and Friends Association. The P & F Association raise a considerable amount of money each year for the school through its annual debutante ball, fete and Mother's Day and Father's Day stalls.

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
113	94	5	207

* 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 93.40%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.23%
Year 1	95.13%
Year 2	94.73%
Year 3	91.93%
Year 4	93.75%
Year 5	90.13%
Year 6	93.90%

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
12	5	17

* This number includes 10 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	5%
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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 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:

Term 1	NAPLAN Analysis and Response Implementation
Term 2	Student Reports - ICT
Term 3	Quality Catholic Education
Term 4	Literacy_Vocabulary development in children

Additional Professional Learning in 2016 included; Compliance Training, Programme Improvement, Support Teachers Meeting, Stage 1 Science, Down Syndrome Inservice, Lenten Program, PLC, Benchmarking and Guided Reading, MacqLit development and use, SALT Online Training - Child Protection/Bullying and Harassment, Jolly Phonics, CPR/First Aide, Athletics, MCCL, Use of a dedicated Literacy Block

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.	13
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

'For the Glory of God We Give Of Our Best'

Mission Statement

St Joseph's School offers a caring and loving environment in which Christ is the centre of all we do. We strive to educate the whole child in an atmosphere that values excellence in all areas of endeavour in a climate of love and acceptance.

A wonderful initiative at our school is the Buddy System. At the beginning of each year, a Year 6 student is assigned a Kindergarten buddy. The responsibility of the Year 6 student is to assist their Kinder buddy to settle into 'big school'. They have morning tea and lunch together, go to the tuck shop, help them to the toilet and bubblers and just show them how things 'work' at St Joeey's. It is fantastic for both the Kinder and Year 6 student. During first term the Year 6 students interview their buddy about various likes and even some dislikes. Then at a Welcome Liturgy we all hear about the newest members of the Joey's family and we officially welcome our Kinder class. The Year 6 student also makes a special badge for their buddy as a memento of this day.

The Junior Josephites is a voluntary organisation that is offered to Years 5 and 6 students at St Joseph's School. The aim of the organisation is to follow the example of Mary MacKillop – St Mary of the Cross, in word and deed. The Junior Joey's met monthly at school and organise ways to become involved in our local community. One way in 2016 was by visiting the residents of the Cooee Lodge Retirement Village on a regular basis. Therefore every Wednesday at lunch time a group of Junior Josephites visited Cooee Lodge to read, play games or perform some music.

STAFF SPIRITUALITY

At St Joseph's the aim is to create an atmosphere in which the Word of God is lived by the staff in a caring and loving environment, where respect for each other is shown in all aspects of school life. Staff pray as a group once a week before staff meetings on a Wednesday after school. Teachers take turns at being responsible for preparing a prayer and reflection. Staff participate in the Lenten program as a group. Each teacher takes turns in leading the discussion. Staff attend a weekly Mass on Tuesday at 9:00 a.m. with the local community. This Mass is optional for the students. Teachers are encouraged to visit the Church before attending classes. The staff celebrate a special Liturgy and participate in an Act of Dedication at the beginning of the year. Literature such as *Inform*, *Gospel* and *Life Reflection* are subscribed to by the school and are available for teachers to read. All staff are given the opportunity to plan and be involved in whole school Liturgical experiences. In consultation with the Parish Priest, staff are encouraged to accept a range of Liturgical ministries.

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	32.82

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.

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, Geography, History, 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.

The support teacher at St Joseph's supports the teachers in the special education and gifted and talented areas. This involves assisting in the identification of special needs children through teacher conferencing and/or testing, sourcing appropriate programs for identified special needs, and gifted and talented children, and the monitoring of these children and programs to ensure achievement. It also involves setting a timetable for the school assistants to work with these targeted children. The support teacher has regular conferences with classroom teachers and school assistants to discuss those children on current programs and those children with whom they may have concerns. Meetings with the principal are also held on a regular basis, whereby the principal is kept informed of all that is happening in the Special Education area. The support teacher contacts, refers and liaises with visiting professionals, ie, psychologist, speech pathologist, occupational therapist, Diocesan Special Education Consultants etc and provides feedback to the relevant teachers. As whole school testing is completed in March and November, results of the tests are evaluated by the support teacher and in consultation with the classroom teacher and principal, recommendations are made.

The Knowledge Explosion continued again in 2016. The children were surveyed as to what special activity they would like to learn more about and the top interests were included in the Knowledge Explosion. Members of the community who had an expertise or interest in a particular field were invited to assist. These experts were accompanied by a teacher from our school. The subjects in 2016 included Woodwork, Mosaic Tiling, Cooking - Garden to Table, Cooking - Bon Appetite, Art, iPads, Robotics, Drama, Calligraphy and Welding. The Knowledge Explosion ran over two weeks, on Friday, 2 December and Friday, 9 December.

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 3	Grammar and Punctuation	70.00%	53.00%	4.00%	10.00%
	Reading	56.00%	48.00%	0.00%	11.00%
	Writing	56.00%	49.00%	0.00%	6.00%
	Spelling	52.00%	46.00%	4.00%	12.00%
	Numeracy	41.00%	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 5	Grammar and Punctuation	50.00%	36.00%	4.00%	15.00%
	Reading	31.00%	35.00%	27.00%	16.00%
	Writing	23.00%	17.00%	0.00%	18.00%
	Spelling	31.00%	30.00%	4.00%	17.00%
	Numeracy	38.00%	28.00%	8.00%	17.00%

Student Welfare Policy

Student Welfare Policy

Christian courtesy, at all times, is the foundation of a healthy school spirit. Children need to be allowed to grow as valued members of a school community and provided with the opportunity to 'Give Of Their Best'.

At St Joseph's the pastoral care and discipline policy clearly states that the school is concerned with the welfare of every child and it is the duty of the school to treat each student with a sense of justice, understanding and love. This policy deals with the rights and responsibilities of students and staff. The school also has an Anti-bullying Policy.

There were no changes made to the Student Welfare and Discipline Policy during the year.

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

Parents are the first and foremost educators of their children, whilst the school assists them. It is the duty of parents to train their children to be well-behaved and courteous, whilst the school assists. True, sound discipline will achieve remarkable effects in the attitudes of children.

When misconduct occurs, the teacher should be concerned to discover the causes, which sometimes are open to correction by an understanding and sympathetic teacher. Sometimes the cause lies within the home and requires appropriate counselling or closer home and school relationship.

This policy deals with acceptable procedures of correction, unacceptable forms of punishment, monitoring and recording unacceptable behaviour on the playground and positive reinforcement.

There were no changes made to the Student Welfare and Discipline Policy during the year.

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

It is clearly stated in the School Policy and Staff Handbook that all at St Joseph's School have rights and responsibilities and all have the right and responsibility to be treated with respect and to respect others. This is achieved through the day-to-day interactions of the school community. Special activities that are used to promote respect and responsibility include:

- Year 6 Leadership Program.
- Year 6/Kinder Buddy Program.
- Clean Up Australia Day.
- Kinder students visit to Cooe Lodge and the elderly at Easter and Christmas.
- Participation in ANZAC Day and Remembrance Day services.
- Grandparents' Day
- Raising funds for Catholic Missions, Foster Child and Project Compassion.
- NAIDOC Week activities.

- Junior Joey's.

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

Catholic Life and Religious Education

- Reviewed QCE Component 1.2 - Religious Education
- Child Protection Inservice Training
- Bullying and Harassment Training
- Weekly Staff Prayer
- Investigated Year 6 and Staff Retreats
- Scope and Sequence for Prayer
- Introduced Model of Christ Centred Learning

Learning and Teaching

- Reviewed QCE Component 2.4 - Pedagogy and Teaching Practice
- Analysed NAPLAN, PAT Comp, PAT Maths and DIBELS Results
- Implemented NSW Science & Technology Curriculum
- Introduced NSW History and Geography Curriculum

Leadership for School Improvement

- As a Professional Learning Community, focused on Comprehension
- Developed Annual Plan for 2017

Strategic Resourcing

- Reviewed QCE Component 4.2 - Use of Resources, Facilities and Space for Learning
- Continued School Maintenance
- Developed a Risk Management Policy
- Developed a Lifting and Transferring Students Policy
- Developed a Manual Tasks Policy
- Completed WHS Consultation Statement

Priority Key Improvements for 2017

Catholic Life and Religious Education

- Review QCE Component 1.4 Pastoral Care Community Building
- Child Protection Training
- Bullying and Harassment Training
- Weekly Staff Prayer
- Investigate Year 6 and Staff Retreats
- Promote the use of online resources

Learning and Teaching

- Review QCE Component 2.3 Planning, Programming and Evaluation
- Investigate STEM/Robotics
- Analyse NAPLAN, PAT Comp, PAT Maths and DIBELS Results
- Update PDHPE Implementation Document
- Update CAPA Implementation Document
- Implement MATHLETICS

Leadership For School Improvement

- Review QCE Component 3.4 Compliance and Accountability
- Review and define REC, AP and ICT Roles

- Imbed PLC/MCCL
- CPR/First Aide Training
- Develop Annual Plan for 2018
- Develop SMART Goals

Strategic Resourcing

- Continue School Maintenance
- Budget as per Diocesan Requirements
- Upgrade and Maintenance of ICT Resources
- Update Assets Register
- Voice Care Training
- Complete WHS Consultation Statement
- Develop WHS Policies as per Diocesan Guidelines

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

During 2016 school parents were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

100% of those surveyed were satisfied with these four elements of the school.

Student Satisfaction

The following quotes are taken from the 2016 Student Profiles:

"St Joey's is a great school because of the way everyone treats each other with respect."

"Joey's is a great school because everyone looks after and cares for each other."

"Our school is special because everyone is friendly and we all have a lot of fun."

"The caring students and friendly staff is what makes Joey's such a happy place."

"I believe it is the teachers, students and traditions that makes Joey's so special and the way we are all encouraged to be kind to one another."

"Joey's is a great school because everyone takes care of each other so no one feels left out and because of all the opportunities we get to represent our school."

"St Joseph's is a great school because we all get along so well and the staff help us make some special memories."

"Joey's is a great school because everyone treats each other fairly and we are encouraged to have pride in ourselves and our school."

"I will miss Joey's especially the fantastic school spirit and the staff who are always there to help you."

"St Joseph's is such a great school because of how we respect one another."

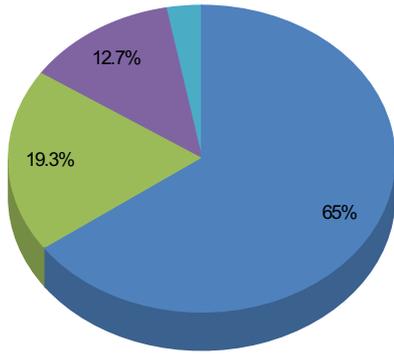
Teacher Satisfaction

During 2016 school staff members were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

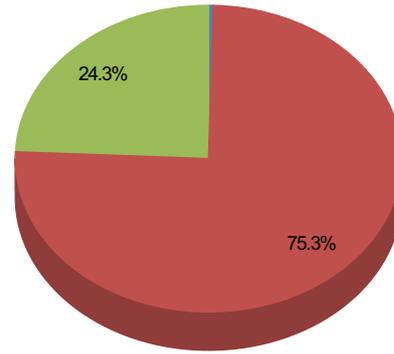
100% of those surveyed were satisfied with these four elements of the school.

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (12.7%)
- Other Capital Income (3%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (75.3%)
- Non-Salary Expenses (24.3%)

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.