

All Hallows Primary School Gulgong
Annual School Report to the Community
2014



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Principal

Mrs Catherine Gaudry

Principal's Message

All Hallows Catholic Primary School is part of a wonderful community where values and ideals are reflected in the achievements and participation of the students in a diverse range of academic, sporting and cultural events. All Hallows is dedicated to the education of each student to his or her potential. Special emphasis is placed on catering for the individual differences of students. As a school we strive for and are committed to the pursuit of excellence. Success at this school is because of many factors – the staff, parents and students are walking the same path. This school is about each student and their potential. There is a genuine feeling of family – the buddy system works, the pastoral care is genuine, the discipline fair and the breadth of our curriculum extensive to cater for all student needs.

I am so very proud of every student as they continue to grow and help create great school spirit and pride in what we can achieve. We might be a small country school but effort, commitment and a desire to achieve can and do result in great outcomes.

Thanks everyone for a wonderful year.

Catherine Gaudry

Principal

Parish Priest's Message

All Hallows Catholic School Gulgong presents a well functioning effective school. The school is working constructively with the Parish of St John the Baptist, Gulgong to create a unified parish and worshipping community. There is much parental involvement in the school and All Hallows takes its rightful place in the local community, being involved in many of the town's community activities and at the forefront of community growth. The education of the child is at the heart of All Hallows School and I congratulate the staff, parents and students on a well organised school. The standards they strive to achieve are a reflection of all they wish, for each individual in their care. Their continued progress and accolades from ACARA reflect the dedication of the staff and their goals for the students.

Parish Priest 2014

Fr Garry McKeown

Parent Body Message

2014 saw the resurrection of the Parents and Friends Association in the school. This happened because a small dedicated group of parents saw the need and felt they could assist the school and students through this avenue. The P&F Executive decided to go quietly into the parent body and create positive communication and experiences so parents would feel comfortable and happy to be involved. This they realise will be a slow process, but the journey is worth the end goal.

The P&F instigated parent information sessions on Speech Therapy and Occupational Therapy and these were highly successful and well attended. Parents learnt a great deal through these. They also raised some much needed funds through the June Long Weekend BBQ and by holding a private Las Vegas Night for a local group. Funds raised were spent on the new Basketball Court at the school.

2015 will see 4 meetings - one per term, and a continuation of the process of getting parents in partnership with the school and their child's education.

P&F Executive.

Student Body Message

2014 was a wonderful year in which we were the School Captains. We had the opportunity to work with the House Captains and the student leaders of the school. It was a time of growth in the school and for us. Over the year all the students and teachers worked together so we could become our best. We learnt so much and had amazing experiences. We will never forget the many wonderful years we have had at All Hallows and are grateful for the education we have received here.

Thank you to everyone in the All Hallows School and Community. We look forward to High School but will be sad to leave the wonderful school where we have grown up.

School Captains 2014

SECTION TWO: SCHOOL FEATURES

All Hallows Primary School is a Catholic systemic Co-Educational School located in Gulgong.

All Hallows Catholic Primary School educates students from Kindergarten to Year 6. The school is listed on the National Heritage Register due to its heritage buildings which are Spanish Mission style. All subsequent buildings have been built in sympathy with the Spanish Mission style. Though the school is a mix of old and newer buildings, all buildings have been totally refurbished to bring them up to a 21st Century school quality. Via the Federal Government 'Building the Education Revolution' funds were spent building 2 new classrooms, 2 storerooms, boys and girls toilets, and a new Multi-purpose Hall. Money was also used to refurbish the old classrooms to create a wonderful new Library. Recently the school has also purchased 2 purpose built classrooms to cater for the expansion of the school as the school population grows.

At All Hallows we have consciously avoided focusing our attentions and teaching upon one subject over others. We have instead maintained a focus upon developing well rounded students who are motivated and show high participation in all areas while developing their personal talents and interests. Our feeder high schools have reflected to us that our students are indeed well rounded, motivated, and interested in a broad range of topics and subjects. They are eager to interact with the wider world and have sound communication skills.

The students are exposed to a wide range of opportunities at all Hallows and their involvement in community and parish life is a feature of their experiences. The educational curriculum, and wider educational experiences provide the very best for each student in their growth, learning and development. The staff ensure that every child achieves to their potential and that areas of specific talent are developed. Students who require additional support are given this using the many resources the school and Diocese has available.

One of the features of the year at All Hallows was the celebration of our school's feast day - All Saints Day. The day is an opportunity to celebrate all that happens in our school and live out our motto - KNOW LOVE SERVE. On this day we celebrate with Mass and then each class undertakes some action to serve others. Kindergarten washed the VRA trucks, Year 1 and Year 2 read to the preschoolers, Year 3 and 4 boys cleaned the skate park and grandstand, Year 3 and 4 girls spent an afternoon at St Vincent de Paul assisting, tidying, cleaning and washing windows, Year 6 held a thank you Afternoon Tea for volunteers from the community.

The largest week of the year was Catholic Schools Week where a wide range of activities were undertaken. These included Mass, Morning Tea, Open Classrooms, Enrichment Day, Tabloid Sports and Assembly. It was a terrific celebration of Catholic Education.

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 2014:

Girls	Boys	LBOTE*	Total Students
41	53	1	94

* 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 2014 was 94.67%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.09%
Year 1	91.37%
Year 2	94.93%
Year 3	94.31%
Year 4	97.37%
Year 5	96.06%
Year 6	93.57%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, 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 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 School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	3	14

* This number includes 7 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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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	Starting the year, "Start as we mean to finish"
Term 2	Mathematics Syllabus towards 2015
Term 3	Professional Learning Communities
Term 4	Staff Retreat - "Lessons from Geese"

A wide range of Professional Learning was also undertaken by the whole staff. Staff attended evenings with the Professional Development focus of Disability Standards, Science NSW Syllabus, Reviewing and Writing Scope n Sequences for each KLA, KLA Implementation Statements, Resources review for NSW Maths and Science Syllabus. They also had WHS training, Asthma and Anaphylaxis Training, Speech Therapy PD, Occupational Therapy PD, Programming and Report Writing PD.

Staff individually undertook PD on Maths, Data Analysis, Student Leadership, Rich Texts, Visual Art, and three Tiered Intervention.

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.	10
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.

At All Hallows we endeavour to create a faith filled Catholic community where a caring atmosphere prevails and an educationally sound curriculum is offered. We motivate our community members to strive for excellence, we foster the values of our faith, and we challenge each member of the community to develop a loving relationship with those around them as well as with God our creator. These ideals are expressed more fully in our mission, vision and values statements.

Our Vision

At All Hallows School we work as a community with Christ as our centre, aiming to educate young people so they can participate fully in the changing world and the Church.

Our Mission

All Hallows is a community of faith:

- Centred on Christ and the sacraments
- Living gospel values
- Complimenting and supporting the role of parents
- Learning about and living our Catholic faith
- Living our faith in our daily life and culture

All Hallows is a community of learning:

- Finding and nurturing the gifts and talents of our students
- Providing a meaningful, stimulating and challenging curriculum
- Valuing effort along with learning and excellence
- Modelling life long learning
- Using technology to enhance teaching and learning

All Hallows is a place of celebration:

- Celebrating God's love in the sacraments
- Rejoicing in the individual and their personal gifts
- Sharing the accomplishment of others

All Hallows is an inclusive school:

- Embracing the diversity of people and cultures
- Respecting the dignity and uniqueness of each student
- Ensuring fairness, justice, access and equity for all

At All Hallows we value the prayer life of each individual and develop prayer through a variety of activities. These include school and class prayer, individual prayer, Sacraments, liturgies and Eucharistic Celebrations. Parents, families and the wider parish and community are encouraged to attend the sacramental celebrations as well as all Masses and Liturgies.

Parents are partners in the development of the individual not only educationally but in terms of their social skills, social justice, and social conscience. They are also key to the development of the faith community.

The school operates three Sacramental Programs in conjunction with the parish. The Sacraments we celebrate are Reconciliation in Year 2, Eucharist in Year 3, and Confirmation in Year 6. Families are involved in these sacraments in both the preparation and reception we endeavour to work together to ensure that each child has the best possible experience of this side of their faith life.☒

Our Parish is St John the Baptist Parish (phone 6372 2122)

Our Parish Priests are Fr Tony Hennessy and Fr Antony Vattakkunnel

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	33.71

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.

All Hallows teaches the subjects specified by the Board of Studies. These subjects are;

- Religion,
- English,
- Mathematics,
- Science and Technology,
- Human Society and its Environment,
- Creative and Practical Arts,
- Health Personal Development and Physical Education.

Each Key Learning Area is taught according to the NSW Curriculum. The school also teaches and exposes children to a wide range of co-curricular programs. These include; a variety of seasonal sport programs, public performances, computer usage, social assistance programs, and community service projects and programs. It also includes specialist groups such as the Drumming Group, Gardening Club, Passive Play group, and Active Learning group, all of which provided opportunities for students to explore areas of interest.

Students who are funded have special programs of work. Parents of these students are encouraged to be involved in the planning of areas to address, the program, evaluation of progress, and planning the next phase of development. Programs vary from remediation programs to extension programs and can occur in any or all of the Key Learning Areas, as well specialised fields such as social areas, physical needs, speech development or occupational therapy assistance.

Indigenous students have individual programs which are developed in conjunction with their class teacher and the Support Teacher. These staff work together with parents to develop and implement programs for individuals throughout the year. Education of all Students regarding indigenous culture, values and learning is integrated across the syllabus in all grades.

Students who are identified as having specific needs are catered for by their class teacher, the Support Teacher, and Teacher's Aide through Learning Support Programs. These staff work together with parents to develop and implement programs for individuals throughout the year. Often specialist assistance is included in these programs, eg speech therapist, counsellor, pediatrician etc. Information related to the Individual Education Program is communicated to the student's parents so they are aware of extra programs undertaken. The school uses the 3 Tier approach to student intervention and has found this to be highly beneficial and providing best possible educational outcomes for students at all levels of development.

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	54.00%	50.00%	15.00%	12.00%
	Reading	39.00%	46.00%	8.00%	13.00%
	Writing	23.00%	39.00%	15.00%	11.00%
	Spelling	39.00%	44.00%	23.00%	15.00%
	Numeracy	46.00%	36.00%	0.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20.00%	37.00%	30.00%	16.00%
	Reading	30.00%	34.00%	20.00%	16.00%
	Writing	20.00%	16.00%	20.00%	21.00%
	Spelling	30.00%	33.00%	10.00%	16.00%
	Numeracy	20.00%	26.00%	20.00%	18.00%

Student Welfare Policy

Student Welfare at All Hallows is amalgamated into the Pastoral Care Policy. The Pastoral Care Policy at All Hallows is based upon the belief that for children to grow to mature, responsible, selfless, integrated adults, they need appropriate structures to develop and support these skills. The policy focuses upon positively reinforcing behaviours and encouraging a learning environment which is culturally accepting and academically stimulating. The policy contains over a dozen positive reinforcement systems which are currently used in the school. It also encourages other forms of positive reinforcement, which will develop values that the school and parents esteem worthy. There were no changes made to the Pastoral Care Policy during 2014.

The School also has an Anti-Bullying Policy. This policy deals positively with both perpetrator and victim and encourages them to see this as a way to learn and be better members of society. There were no changes made to the Anti-Bullying Policy during 2014.

The full text of both the school Pastoral Care Policy and Anti-Bullying Policy may be accessed via the school website www.allhallowsgulgong.catholic.edu.au

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

The School has a Positive Behaviour and Discipline Policy. The policy focuses, as its name states, on Positive Behaviours. With positive behaviours in place and logical consequences for actions, children take greater responsibility for their behaviour and see the consequences of their behaviour on themselves and others. The policy states a wide range of positive procedures which the school employs to encourage appropriate and positive behaviour in the students. The policy develops each of these in depth.

The policy also deals with inappropriate behaviour in terms of Discipline. The children are encouraged to take responsibility for their actions and behaviour and to be given opportunities to correct and improve these in a supportive and encouraging environment.

In 2013 the Positive Behaviour and Discipline Policy was reviewed and parents asked to comment. The only change made was that parents are notified each time a yellow card is given to a child. There were no changes made to this policy in 2014.

The full text of the Positive behaviour and Discipline Policy may be accessed on the school website www.allhallowsgulgong.catholic.edu.au

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

All Hallows runs a wide range of activities which promote respect and responsibility. These may be community based activities such as participation in the ANZAC Day Ceremonies, Clean Up Australia Day, Remembrance Day Service, Vinnies Visits and Hostel visits. They may be church based such as church cleaning, Lenten Missions, fundraising for the parish, parish Sacramental Programs and Retreats.

Most of these activities are however school based;

- One successful program is the buddy program whereby Kindergarten students are matched with a buddy from Year 6. These buddies are there to assist them specifically in the early weeks of school but throughout the year by showing them so much of the culture and ethos of the school by their behaviour and the way they treat each other.

- Our All Saints Day activities reflect our Motto - KNOW LOVE SERVE as the children and staff go into the community to serve others in practical ways and educate the children in respecting others and taking responsibility.
- The student leadership program, class responsibilities, and values education are further examples.

The best examples of our respect and responsibility are in the way we treat each other every day.

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 2014

Catholic Life and RE Targets

- Reviewed Assessment Strategies
- Accreditation to teach RE

Learning and Teaching Targets

- Introduced National Curriculum - English
- Differentiated in Programming and Teaching
- Collaboratively Programmed
- Assessment used in planning and programming
- Upgraded Report in line with National Curriculum
- Identified Gifted and Talented Students and Developed Programmes

Leadership for School Improvement Targets

- Developed Approach to Environmental Responsibility
- Reviewed Budget each term
- Developed KLA Implementation Statements in conjunction with the National Curriculum
- Rewrote Scope and Sequences for all KLAs

Strategic Resourcing

- Reviewed Resources for each KLA
- Basketball court renewed
- Developed plan for purchase new furniture for classrooms, library, hall, specialist teacher areas, computer upgrading

State Action Plan

- Employed a State Action Plan teacher
- Introduced Numeracy Block
- Trialed innovations with volunteers
- Adopted a common tool for reporting learning outcomes
- Developed leadership capacity, data literacy and teacher quality

Priority Key Improvements for 2015

Catholic Life and Religious Education Targets

- Introduce new PD program for Year 5 & 6
- Develop ways to bring the Parish into the school
- Ensure 'classic prayers' are learnt

Learning and Teaching Targets

- Implement the NSW Mathematics Syllabus
- Implement the NSW Science and Technology Syllabus
- To review the NSW English Syllabus
- NAPLAN English focus area – writing, focusing on audience, persuasive texts, compound and complex sentences, and multi-strategy spelling.
- NAPLAN Maths focus areas – space; focusing on 2D and 3D, problem solving; focusing in reading problems for meaning, interpreting questions, multiple approaches to problem solving, data; focusing on reading and interpreting data
- Focus upon QCE Learning and Teaching
- Development of professional culture through PLC
- Develop Plan of Assessments
- Review Assessment and Reporting Policies

Leadership for School Improvement Targets

- Develop specific in-school roles in the school for staff to improve their leadership potential

Strategic Resourcing Targets

- Resource new syllabus

State Action Plan Targets

- Use of tiered interventions and tiered learning
- Focus on mathematics
- Report against continuums
- Parent and community involvement
- Diagnostic assessments used

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

At the end of 2014 parents were surveyed to gauge their satisfaction.

The following are the results (VS = over 95% Very Satisfied, S = 95 - 80% Somewhat Satisfied)

School Culture

I feel welcome and respected.	VS
Positive learning environment.	VS
Personnel are receptive.	VS
I would recommend this school.	VS
High standards of positive behaviour.	VS
Principal welcomes comments and is responsive.	VS
Staff show care and concern.	VS

Communication

Well informed through newsletter, website.	VS
Weekly class blurb useful.	VS
I can raising an issue.	VS
Opportunities for my involvement .	VS

Academic Progress

I am informed of the academic progress of my child. S	
Learning is varied and caters for my child.	VS
Individual needs are catered for.	VS
Standardised testing shows growth.	VS

Student Satisfaction

Student Satisfaction was gauged via discussions with groups of students - Captains, Seniors, Stage 2 group and Stage 1 group. The students were asked and further discussions were held. (Y = Yes, N = No, DK = Don't Know)

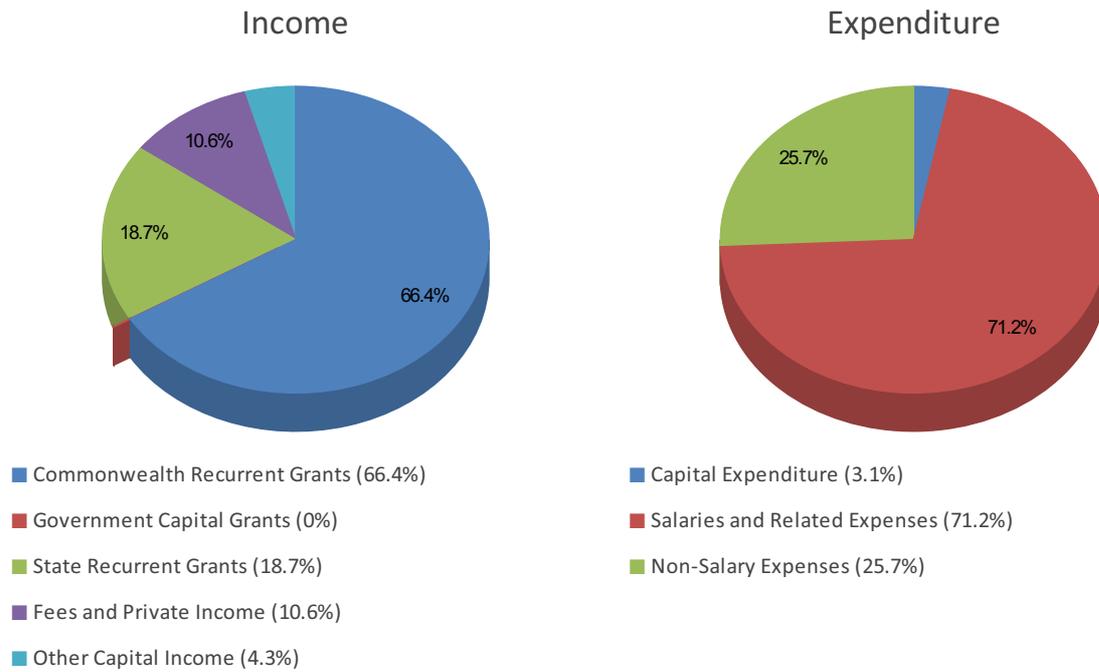
What is the best thing about the school?	Children, teachers, computers, playgrounds, friends, activities
What would you change with the school?	Get a pool, less time in school, nothing
Do you think you make good learning progress?	Y
Do you think your parents are happy with the school?	Y
Are we getting better at doing our best here?	Y

Teacher Satisfaction

Staff express their satisfaction in the school via many means. They are open and communicative and if they have an issue bring it up at a staff meeting, to the Principal, or to another staff member directly. Staff then work together to put into place processes to address the needs of the students and address them so they can achieve to their potential, and so every child learns.

Staff express satisfaction with the the physical environment of the school which is pleasant and conducive to learning and fun. We are very pleased with the resources available and the continued implementation of technology into the rooms so best practice teaching can be at the forefront of all we do. The school is supportive of the professional development of each staff member and encourages PD based upon individual needs as well as goal setting to develop personal practice.

The staff are very caring of the individuals within our care and feel it strongly when a child is not achieving to their potential. We liase with parents and always attempt to keep them abreast of our efforts and strategies for each child.



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.