

# 2016 Annual School Report to the Community

## All Hallows Primary School Gulgong

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Principal Mrs Katrina Isbester



### Principal's Message

All Hallows School is beautiful. It's not the buildings that make it so special, it is the wonderful community that cares for each other. We celebrate the achievements of all members in a diverse range of academic, social, spiritual, sporting, artistic and cultural successes. All Hallows is dedicated to the education of each student and believes that all students can learn to a high level and reach their full potential. Special emphasis is placed on catering for the individual differences and interests of students. This year we have been fortunate to include a greater emphasis on Technology with the introduction of robotics into the school. We have also begun to formalise contemporary learning through the implementation of the MCCL with a focus on personalised learning. Success at this school is because of many factors – the staff, the parents, and the students who work hard and care for each other. There is a genuine feeling of family, the pastoral care is genuine, the discipline fair and the breadth of our curriculum extensive to cater for all student needs. We might be a small country school but effort, commitment, and a desire to achieve, can and do result in great outcomes.

### Parish Priest's Message

All Hallows staff and students are welcoming and friendly. I have found a lovely country school atmosphere in All Hallows that I believe is a safe and educationally positive place to live and learn, and which helps children grow. The children are happy at the school and have many wonderful experiences. In my and Father Antony's weekly visits to the school, we have always enjoyed the positive atmosphere and hope to know and serve this special community better in the years ahead.

All Hallows reaches out and creates a catholic atmosphere encouraging of catholic involvement. The value that the school places on the sacraments is testament to its Catholic Mission. Another way that the school demonstrates its Catholic mission is through the celebration of the feast day – All Saints Day.

It was with great sadness that we learnt that the school and Parish community would be losing Sister Clare and Sister Carmel. These two lovely ladies have been here for the last 10 years and for part of the 133 year tradition of having a Josephite sister in residence. We wish Sister Clare and Sister Carmel all the best.

### Parent Body Message

The Parent Body at All Hallows has had a successful year in 2016. While meetings were not the main feature of our activities, we did hold one meeting. Instead we focused upon items which directly benefit our students. This year our successful Henry Lawson Heritage Weekend BBQ was held in beautiful weather and raised funds to aid the school, but more importantly it provided a service to the community and the many visitors to town on the June Long weekend. It is always a fun social event for the parents.

Our parents are involved in many school activities and each class is allocated to organise an activity for the school community, such as Mother's Day, Grandparents Morning Tea and Father's Day Breakfast. Our parents are also very generous with their time and volunteer at school events to cook the BBQ, run the canteen and helping with the athletics and swimming carnival. Our school really does benefit from the involvement of our parents.

### Student Body Message

During the year our school has had lots of fun days, lots of laughter, and a lot of learning also. As School Captains we have had the special position of leading and watching the children grow and become the best they can be. We have certainly felt great pride at the achievements of others and the way they have represented their families and themselves at events. We want to make special mention of Amelia Drew and Matilda Hetherington for winning awards at the Diocesan Christmas Art Exhibition. Amelia received a special award after her artwork was displayed in the crypt of St Mary's Cathedral Sydney and the State Exhibition of Christmas Art. We also had a number of students represent the school in sporting and academic events. We are proud that our school takes part in many local activities, such as the ANZAC Day March and the Prince of Wales Eisteddfod, to name just a few. This year we were very lucky to have robotics and coding introduced in our school, and we have all enjoyed exploring the world of robotics. We both agree that All Hallows is a great place to go to school and we will remember it very happily forever.

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## SECTION TWO: SCHOOL FEATURES

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

The staff at All Hallows 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.

All Year 6 students are considered leaders of the school and this year all of Year 6 were given the opportunity to attend a leadership day in Dubbo. This resulted in the school holding a 'Day of Difference' which empowered students to embrace their uniqueness.

Major excursions are arranged for various classes including the Years 5/6 Sydney and Canberra/Snowy excursion, Year 3 and Year 4 Sydney Theatre Production and infants to The Western Plains Zoo. These excursions are not only an integral part of the curriculum but they provide additional stimuli for writing and speaking.

We develop well-rounded students who are motivated and show high participation in all areas, while developing personal skills and talents and interests. Our feeder schools reflect to us that this is indeed true with our students well rounded, motivated, interested and eager to interact with the community and wider world. 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 the wider educational experiences provide the best opportunities for the children to grow and learn in preparation for the life they will have through the 21st Century.

The staff ensures that every child achieves their potential and that areas of talent are developed. Students who require additional support are given this using the many and varied resources that the school and Diocese have available. Our year always begins with our celebration of Catholic Schools Week during which a wide selection of activities are undertaken which reflect the many and varied daily activities in the life of the school. It is always a terrific celebration of education and the Catholic education these children receive. A major focus each year is the school Feast Day - All Saints Day. This day is an opportunity to celebrate all that happens in our school and gives us an opportunity to publicly live out our motto - KNOW LOVE SERVE. On this day we celebrate with the Eucharist before each class undertakes some act of service.

### 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
32	40	0	72

\* 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 94.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.35%
Year 1	94.08%
Year 2	94.86%
Year 3	93.72%
Year 4	94.21%
Year 5	93.44%
Year 6	95.83%

### 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
9	4	13

\* This number includes 4 full-time teachers and 5 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:

<b>Term 1</b>	Planning and Contemporary Learning
<b>Term 2</b>	Spelling
<b>Term 3</b>	Model of Christ Centred Learning - with a focus on personalised learning
<b>Term 4</b>	Staff Spiritual Retreat - with a focus on our Motto Know Love Serve

The staff work constantly as a Professional Learning Community, to improve the outcomes of our students. This includes analysing data, creating and administering formative assessment and discussing strategies to improve the learning cycle for our students.

### 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

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The 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 a quality educational curriculum is offered. We are proud of our Josephite heritage and strive to live up to the Josephite tradition. 'Never see a need, without doing something about it'. This is our unofficial motto and is lived out everyday in our words and actions. We motivate our community members to strive for excellence, we foster the values of our faith, and we challenge each member to develop a loving relationship with those around them as well as with God our Creator. These ideals are expressed in our Mission, Vision and Values Statements.

Our Mission, at All Hallows Catholic School is to work as a community with Christ as our centre, educating our students to a high level, so they will participate fully in the changing world and the Church.

Our Vision, at All Hallows is to be a community of faith: Centered on Christ and the sacraments, living gospel values, complimenting and supporting the role of parents, and working in partnership with priests, parish and the local community. Living our Catholic faith in our daily life and culture at All Hallows is an important aspect of our community of learning.

We believe in finding and nurturing the gifts and talents of our students and collaborating with parents in a meaningful manner. We value effort, along with learning and excellence, and modelling lifelong learning and using technology to enhance teaching and learning. We respect staff, students and parents and share the role of educating our students, particularly as we respond to the changing world.

All Hallows is a community of celebration: Celebrating God's love in the sacraments, participating in and growing through the Eucharist, rejoicing in the individual and their personal gifts, sharing the accomplishment of others, celebrating academic growth and promoting self-esteem.

All Hallows is a community of inclusivity: Embracing the diversity of people and cultures. Respecting the dignity and individuality of each student, reaching out to the poor, marginalised and those most in need, ensuring fairness, justice, access and equity for all and taking a public stand on issues of injustice and inequity. We celebrate through Liturgy and Masses and sacraments. The school operates three sacraments in conjunction with the parish and families. Our Parish is St John The Baptist (63742122) Our Priests are Fr Tony Hennessey 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	36.40

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

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## SECTION SIX: CURRICULUM

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The 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.

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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 school choir 'The Hummingbirds', Gardening Club, Passive Play group, and Active Learning group, all of which provide 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. The staff work together with parents to develop and implement programs for these individuals throughout the year. Education of all students regarding indigenous culture, values and learning is integrated across the syllabus in all grades.

Student's identified as having specific needs, are catered for by teachers, the Support Teacher, and Teacher's Aide through Learning Support Programs. Staff members 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, paediatrician 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 learning and student intervention and has found this to be highly beneficial and providing best possible educational outcomes for students at all levels of development.

## 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	36.00%	53.00%	7.00%	10.00%
	Reading	21.00%	48.00%	14.00%	11.00%
	Writing	36.00%	49.00%	0.00%	6.00%
	Spelling	36.00%	46.00%	0.00%	12.00%
	Numeracy	21.00%	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%	8.00%	15.00%
	Reading	58.00%	35.00%	17.00%	16.00%
	Writing	17.00%	17.00%	0.00%	18.00%
	Spelling	33.00%	30.00%	8.00%	17.00%
	Numeracy	42.00%	28.00%	8.00%	17.00%

### 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. 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 2016. 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 2016.

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 for themselves and others. The policy includes 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 are given opportunities to correct and improve these in a supportive and encouraging environment. There were no changes made to this policy in 2016.

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, Hostel or hospital 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 introducing them to much of the culture and ethos of the school, in behaviour and the way they treat each other. Our All Saints Day activities reflect our Motto - KNOW LOVE SERVE, 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.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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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**

We have been able to meet the needs of our students in a variety of ways. The ability of our staff to use data, particularly formative and diagnostic assessment, has continued to improve since the implementation of Professional Learning Communities. The school community – students and staff are used to common formative assessments being conducted at the beginning of each Maths Unit – to allow students to move between groups, to allow their needs to be met. Teachers are also using a variety of assessments in all Key Learning Areas to meet the needs of our students. Student achievement and growth are key indicators of the success of our IEP's, intervention and learning support. Student confidence and engagement in learning is another indicator of the success we have had meeting our students' needs. In 2016 we introduced an extended Kindergarten Transition program, the KOALA Club (Kids On a Learning Adventure), the 2017 Kindergarten students are very settled and familiar with the school and have made social connections with classmates. Parents involvement has also improved, based upon numbers attending information sessions and school events.

### **Priority Key Improvements for 2017**

The school wishes to keep the momentum of Christ Centred Learning (CCL) and continue to strengthen personalised learning. We believe that we will be able to sustain this as the school grows in skills and knowledge, in relation to contemporary learning and in particular personalised learning. A way to strengthen our CCL is to focus on transparency in the classroom and have clearly stated learning intentions for each class and where possible have the students, set the success criteria for that lesson or task. This should increase students' responsibility for learning.

Our school was fortunate enough to purchase chrome books to add to our set of iPads, this allows our school to offer one-to-one devices at school. This will allow for the authentic use of technology in all KLA's to improve student learning outcomes. This combines with our robotic and coding equipment, and allows students to be able to engage in learning in an engaging manner and build skills to assist them to be productive members of society within the context of the 21st century.

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

### Parent Satisfaction

Parents were invited to complete a survey in relation to different aspects of their educational experiences at All Hallows. The data collected is detailed below.

- 93% of respondents agree or strongly agree that they feel welcome and respected.
- 100% of respondents agree or strongly agree that All Hallows' is a positive learning environment.
- 93% of respondents agree or strongly agree that All Hallows is a high quality school.
- 93% of respondents agree or strongly agree that positive behaviour is displayed at All Hallows.
- 93% of respondents agree or strongly agree that All Hallows has a culture of care and concern.
- 100% of respondents agree or strongly agree that they are kept well informed through the newsletter, emails and website.
- 86% of respondents agree or strongly agree that they are able to raise concerns or issues with the classroom teacher or Principal.
- 93% of respondents agree or strongly agree that they are given the opportunity to be involved in their child's education.
- 93% of respondents agree or strongly agree that All Hallows meets the learning needs of their child.

This data illustrates a high level of parental satisfaction.

### Student Satisfaction

A survey conducted by the students at All Hallows Catholic School revealed overwhelmingly that our students are happy with all aspects of their education at school. Following is the data results from the survey:

Do you think you have been given good learning opportunities?

92 % agree      1% disagree      7% unsure

Do you like the school?

85 % agree      7% disagree      8% unsure

Is the school a safe environment?

99% agree      0% disagree      1% unsure

Are you given the opportunity to have fun and engaging lessons:

88% agree      3% disagree      9% unsure

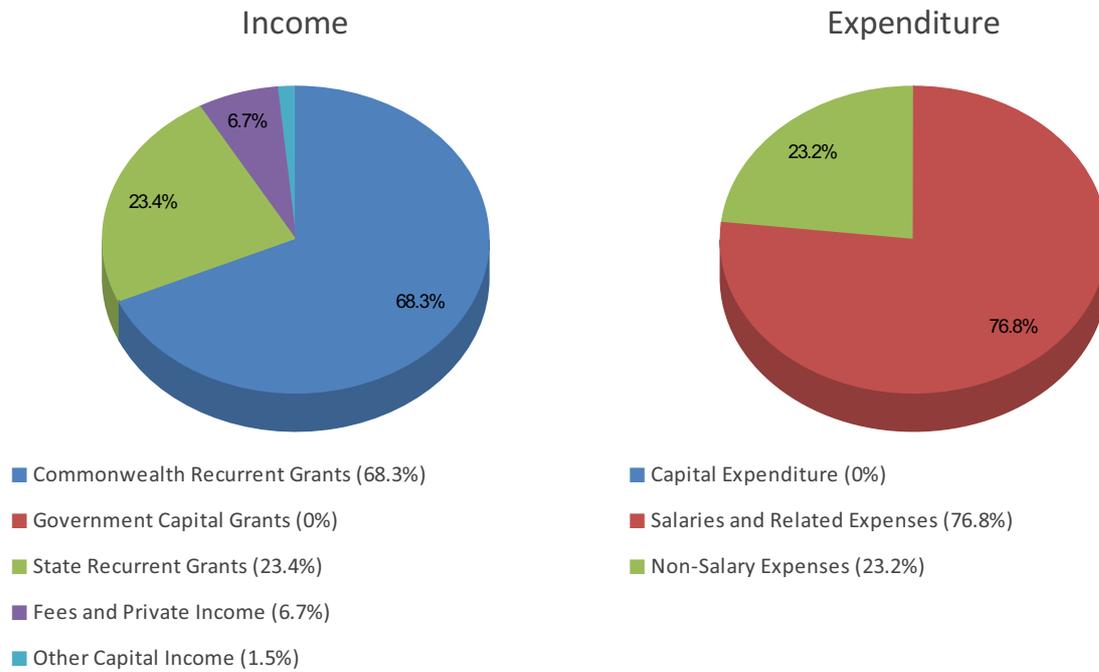
When children asked them what was the best thing about our schools, the answers consistently stated: the playground, fun and safe environment, spending time with friends and great teachers. When asked what they would change, the students wanted more time to play, more trees and more shade. When asked what they would tell someone about our school, the answers consisted of it being a beautiful, safe and caring environment with great teachers. With many comments that included "I love it", "It's awesome and fun".

### Teacher Satisfaction

Staff were invited to complete a survey in relation to different aspects of All Hallows. The data collected is detailed below.

- 100% of respondents agree or strongly agree that the classrooms and learning spaces were conducive to quality education.
- 100% of respondents agree or strongly agree that the school is well resourced.
- 100% of respondents agree or strongly agree that the school has a culture of care and concern
- 82% of respondents agree or strongly agree that they are well informed by email, staff meetings, notice board or verbal communication.
- 92% of respondents agree or strongly agree that can raise an issue with the Principal.
- 92% of respondents agree or strongly agree that they were able to attend Professional Development.
- 92% of respondents agree or strongly agree that there was collaboration between staff.
- 75% of respondents agree or strongly agree that they were supported in their role as teacher.
- 83% of respondents agree or strongly agree that there are good behaviour management processes.
- 83% of respondents agree or strongly agree that there are effective communication processes.

The staff are happy and work together with children as our focus.



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.