

2016 Annual School Report to the Community

St Josephs Catholic School Oberon

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Principal Mrs Donna Maxsted



Principal's Message

It has been a privilege to lead the St Joseph's Catholic School community in 2016. This has been a year of new beginnings and reimagining the future of St Joseph's as a stand alone primary school, following the closure of our secondary department at the end of 2015. Our director threw out the challenge for us to become a "lighthouse school" and we have certainly strived to achieve that in the face of considerable change, not only the structure of our school, but also in our implementation of many diocesan initiatives, particularly our approach to establishing ourselves as a Professional Learning Community, grounded in the principles of our Model of Christ Centred Learning.

During 2016, we worked hard to find alternative programs to utilise our former secondary building. We were fortunate to work in collaboration with Centacare to provide Out of School Hours Care to the Oberon community. This has been well received by parents at both St Joseph's and Oberon Public School. Our extended school transition program (Jump into Joey's) for Pre-Kinders was also a highlight of the year, providing early numeracy and literacy development and school readiness activities.

Parish Priest's Message

St Joseph's Catholic School Oberon has undergone a major reshaping of its mission with the closure of the Secondary Department and refocusing upon the needs of the school as a K-6 entity. In addition there has been the positive outreach through the establishment of the Out of School Hours Care unit based in the former Secondary Department. This, together with the Pre-Kinder group, are valuable adjuncts to the mission of the school in this town.

Furthermore, the school avails itself of the parish church for frequent worship. The major Feasts are observed with carefully planned and devoutly executed Mass Liturgies. Then there are the special liturgies for Catholic Schools' Week and to observe Mothers' and Grandparents' Days. In addition we have such special moments as the *Way of the Cross* presented by the school, with each class dramatising a scene in the Sacred Journey of Jesus. In many such ways the school presents itself as a community which upholds and seeks to nurture the Josephite tradition which has been inherited. May the school prosper in that mission!

Parent Body Message

The P&F have had a very busy and successful year. We have hosted many events, including a mother's day stall, father's day stall, movie night, as well as a number of meal deals.

Our major fundraising event this year was our trivia night, held at the Oberon RSL club. Thanks to the members of the P&F, as well as the teachers and a large number of sponsors from the local community, it was a great success, raising funds for school resources.

The P&F would like to thank the teachers and the school community as a whole for all the support they have given us over the past year. I would also like to thank the other members of the P&F. We have had a small committee this year, but due to the amazing effort put in by all involved, we have made a big difference.

We look forward to seeing some new faces next year and encourage everyone to come along and join us.

Monique Coyle

P&F Secretary

Student Body Message

It is an honour to have served as the first School Captains of St Joseph's as a primary School. St Joseph's has not only provided us with a solid education but also a place for us to feel safe, respected and loved. It is also with great sadness that we as Year 6 farewell this amazing school of which we are so fond and have created so many wonderful memories.

2016 has provided many special experiences and memories that we will take with us on our next journey and remember for a lifetime. Some of the highlights for Year 6 have been

- Our excursion to Canberra
- The laying of the Wreath at The Last Post Ceremony at the War Memorial
- Making our Year 6 bears
- Waste to Art competition
- Year 6 fun day
- Our Sporting endeavours and achievements
- Mighty Minds
- CWA Competition
- Russell Richardson and David Peachey Cup
- Performing Arts Showcase
- Disco & Movie Night
- And sharing the year with our Kinder buddies

On behalf of the Year 6 leaders would like to wish the 2017 School Leaders all the very best in their new role. We hope you enjoy the experience and responsibility and find it as rewarding as we have.

Lachlan Pointon & Brooklyn Hotham

SECTION TWO: SCHOOL FEATURES

St Josephs Catholic School is a Catholic systemic Co-educational School located in Oberon.

St Joseph's Catholic School is an integral part of St Ignatius Parish, Oberon and was founded by the Sisters of St Joseph in 1912. For over a half a century, St. Joseph's was nearly entirely staffed by the Sisters of St. Joseph. By the beginning of the 1980's the number was down to a few sisters. Lay Catholic school teachers took up the task of building on the wonderful foundation set by the religious and by the early 1990's St. Joseph's Central School was staffed entirely by lay people. Today, there are no teaching sisters, but we are pleased to have a retired sister still living in our community.

Facilities and resources are second to none at St. Joseph's with the latest in laptop and iPad technology available to students and each classroom and the library equipped with a smartboard. We have continued to update our technology, purchasing a class set of chromebooks and additional iPads in 2016. Student classroom resources and texts are also the latest in publication.

Major refurbishments of the school in 2016 have included the painting of all classrooms and internal areas of the school as well as re-carpetting all classrooms. In line with our commitment to providing best practice in contemporary teaching and learning, we have also ordered new student furniture for all classrooms to provide greater flexibility in our approach to curriculum delivery, ensuring that we cater for individual learning styles and live out our vision of *high levels of learning for all*.

Creatively re-purposing our old secondary building has also been a priority in 2016. In conjunction with Centrecare, we opened the Oberon Out of School Hours Care. This service has been well received by the community, offering care for students not only from St Joseph's, but also Oberon Public School. We have also been able to develop our Kinder transition program, Jump into Joey's. As we now have a dedicated space from which to operate, we are able to provide a program which operates one day a week during terms 2 to 4.

Sporting opportunities at the school are also of a high calibre with students gaining representative honours across a wide variety of sports. This year we participated in a range of activities including Diocesan Winter and Summer Trials, Swimming, Athletic and Cross Country Carnivals, David Peachey Cup, Cultural events such as School Performances, CWA Public Speaking and Country Project, Presentation Day and Year 6 dinner. SRC activities and fundraisers provided practical opportunities for students to engage with social justice issues. Along with a broad excursion and visiting shows program students are well catered for with opportunities to broaden their vision and experience.

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
42	47	0	89

* 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 93.05%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.34%
Year 1	92.97%
Year 2	94.43%
Year 3	93.75%
Year 4	92.74%
Year 5	93.58%
Year 6	90.53%

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
14	5	19

* This number includes 10 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	St Joseph's Learning Agenda, Formative Assessment
Term 2	Model of Christ Centred Learning and our Professional Learning Community, First Aid Annual Update
Term 3	Staff Retreat - Pope Francis' Laudato Si, MCCL - Rich Catholic Curriculum, Year of Mercy
Term 4	Inquiry Learning

St Joseph's Catholic School staff participated in the following Professional Development opportunities: Model of Christ Centred Learning Facilitators Training, Future Leaders Conference, State Action Plan Training, Coaching Training, ICT Coordinators Conference, Science, MultiLit, MacqLit, Training in Behaviour and Behaviour Management, Aboriginal and Torres Strait Islander Spirituality, Discrimination, Harassment and Bullying, Child Protection, Professional Learning Communities, Learning Support Conference, REC Assembly, Christmas Storytelling Art, and Compliance and Governance Training.

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.	14
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.

St Joseph's Catholic school has a clear identity as a Catholic school within the local parish and the wider Oberon Community. Jesus Christ and His teachings are central and clearly articulated in the all aspects of our policies, planning and actions. The school articulates its mission from the school motto "All for the Glory of God" and identifies itself as a caring, Catholic community within which individuals are encouraged and given the opportunity to achieve to their full potential.

Catholic imagery is embedded in school life with religious icons in places of significance in the school entrance and classrooms. Care is taken to ensure the charism of the Sisters of St Joseph is alive in the school, with our team houses named Tenison and MacKillop in honour of their contribution to Catholic education in Oberon.

The school is committed to fostering quality relationships that are characterised by respect and dignity for all. Our Catholic Faith, tradition and culture are actively fostered and celebrated through liturgy, prayer and sharing in the Eucharist. Social Justice and the needs of others and the environment are consistently evident through Christian service and action. This year students worked to raise awareness and funds for Project Compassion, the Vinnies Winter and Christmas Appeals and Missions.

We have embraced the new Accreditation Policy to work, teach and lead in systemic Catholic Schools and actively promote the importance of on-going faith formation and theological knowledge for all staff. The system wide approach to teaching Religious Education and focus on assessment has ensured a greater focus on levels of Catholic Religious Literacy in our school. Staff are provided with retreat opportunities for their own spiritual development and several have begun formal studies in the Master of Theology Course.

Every Monday we gather together in our church to pray and worship together. Classes take turns at leading us in liturgy whilst all students attend regular masses for Feast Days. Regular opportunities are provided for prayer and worship within classes. A full Sacramental Program is offered as a joint initiative of the school and parish. Students and staff value the contribution of Bishop Michael McKenna in leading the Sacrament of Confirmation, but also in spending time with students in preparation for the sacrament. This year we focused on the Year of Mercy and Pope Francis' Joy of Love encyclical. Our Parish Priest works regularly with members of staff, sharing his expertise and providing spiritual guidance.

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	31.55

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.

In 2016, St Joseph's Catholic School continued to focus on the development of its literacy and numeracy programs. Teachers worked collaboratively in Professional Learning Teams to continue the school's development as a Professional Learning Community. A great deal of work was undertaken to gather and map data on student development in the core areas of literacy and numeracy. Targeted programs were then designed to promote ongoing student improvement through both intervention and enrichment activities. The ongoing appointment of a PLC Coordinator and MCCL co-ordinator was instrumental in the successful ongoing implementation of these initiatives, deepening staff professional learning and classroom practice.

The ongoing appointment of a State Action Plan teacher greatly assisted this program in Early Stage 1 and Stage 1. The SAP teacher was not only able to assist in assessing and developing intervention/enrichment programs for students, but also provided professional support for the teachers. Through the PLC process, our reading program continued to make adjustments according to gathered data, ensuring its ongoing efficacy in improving reading levels.

Our NAPLAN data also indicated significant improvement levels in individual student performance, especially in the areas of grammar and punctuation. Writing had been a particular area of focus. Promotion of the Performing Arts area of the curriculum continued as a priority in 2016, culminating in a Performing Arts Showcase in Term 4 which was well received by the parent and parish community. Our Performing Arts program is also well supported by instrumental and voice coaching lessons which are provided to students through the Bathurst Academy of Music.

Students had the opportunity to apply the skills and knowledge developed in class through a variety of extra curricula activities including: CWA Public Speaking and Country Project, the Diocesan Spelling Bee, Christmas Storytelling Artwork Competition and the Waste2Art competition.

Students were involved in a wide variety of sporting opportunities including coaching clinics and general sporting representation at Diocesan and Polding level.

All excursions were linked to and extended upon classroom teaching programs. Students in Stage 3 attended a camp in Canberra which reinforced their learning about government and democracy. Stage 2 visited Jenolan Caves enhancing their understanding of the environment. Stage 1 travelled to the Dubbo Zoo, extending their experiences in relation their Science studies. Kinder visited the Bathurst Sheep and Cattle Drome.

Targeted transition programs have also been developed to support our Year 6 students moving on to high school and our Pre-Kinder children preparing to engage with school life.

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	53.00%	53.00%	7.00%	10.00%
	Reading	50.00%	48.00%	7.00%	11.00%
	Writing	36.00%	49.00%	7.00%	6.00%
	Spelling	40.00%	46.00%	7.00%	12.00%
	Numeracy	38.00%	36.00%	15.00%	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	42.00%	36.00%	0.00%	15.00%
	Reading	33.00%	35.00%	17.00%	16.00%
	Writing	0.00%	17.00%	8.00%	18.00%
	Spelling	42.00%	30.00%	8.00%	17.00%
	Numeracy	36.00%	28.00%	18.00%	17.00%

Student Welfare Policy

At St Joseph's Catholic School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we students, staff and parents all share a responsibility for preventing it. This policy builds on the school's Pastoral Care Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

No changes were made to the policy this 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

In 2016, St Joseph's Catholic School reviewed its behaviour management policy to better align with our new focus as a primary only school. Our new Behaviour Management Policy and supporting document, *Working Towards Self Management*, clearly outline our processes for promoting positive behaviour and the steps to be followed in dealing with inappropriate behaviour choices. Our new policy is based on the promotion of our school's CARE (Children and Adults Respecting Everyone) Code. This code is clearly displayed in all classrooms and common areas. Expected behaviours are explicitly taught and non-compliance is dealt with using the principles of restorative justice.

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

We aim to develop a school community that encourages all members of St Joseph's Catholic School to follow our CARE code.

- Care of God and God's Creation
- Care for Ourselves
- Care for Each Other
- Care for Our Learning
- Care for Our School

Actions taken in 2016 included:

- Catholic Schools Week Activities
- Active Student Representative Council.
- Buddy System involving Year 6 & Kinder; Year 5 and Pre-K
- Year 7 Orientation Days for entry to High School.
- Year 5 Leadership Day.
- The rights and responsibilities of everyone outlined in *Working Towards Self Management*.
- Daily Prayer in the Classroom.
- The Gospel values are a focus of our school and are actively promoted at a classroom and whole school level.

- Children are given responsibilities at a classroom and whole school level.
- Whole School Assemblies and Liturgies
- Awards system and Presentation Day
- ANZAC Day and Remembrance Day Liturgies and community ceremonies
- St Vincent de Paul Winter Appeal
- Project Compassion
- Vinnies Christmas Appeal

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

Over the last 12 months, St Joseph's has implemented protected learning time for both literacy and numeracy blocks. Teacher led enrichment has been scheduled into the timetable on a weekly basis. During this time, teachers have provided tiered intervention and extension for students identified as needing additional learning support. Teachers have worked collaboratively in professional learning teams to identify essential learnings, create formative assessment tasks and design enrichment activities. Teacher aides have been integrated into classroom instruction programs to ensure students do not only receive enrichment through withdrawal from the normal instructional routine. Reading groups and Move to Learn have been features of the infants program. We have also implemented an extended Kinder Transition program in 2016 to provide early literacy and numeracy nourishment and assist with early identification of students at risk. Student growth has been mapped on the continua and online data collection. This data has been used as the basis for planning ongoing learning, intervention and extension to achieve *high levels of learning for all students*.

Priority Key Improvements for 2017

In 2017, St Joseph's Catholic School will continue to build on and consolidate on the change initiatives which have already been set in place during 2016. There will be a continued focus on staff professional learning underpinned by St Joseph's ongoing commitment to our development as a Professional Learning Community and ensuring efficacy of curriculum delivery through the lens of our Model of Christ-centred Learning. We will further embed protected learning time and the development of our student enrichment program to provide intervention and extension for all students according to their individual needs.

Further developing parent and community partnerships will also continue to be an area of focus, building our capacity to engage with all stakeholders and enhance these relationships in fostering improved student learning outcomes.

We will also continue to further enhance our learning spaces to ensure flexibility in providing best practice 21st century learning opportunities. This will include the purchase of new classroom furniture with greater adaptability and continuing to upgrade our ICT resources and capabilities.

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, St Joseph's Catholic School introduced parent workshops to provide opportunities to engage with parents in providing information and feedback around school initiatives. Our workshops this year focused on changes to our learning agenda and the way we delivered the curriculum, homework and our behaviour management review.

Through these community workshops we gained an understanding of the support we had for our behaviour management plan. This valuable feedback was incorporated into the development of our new Behaviour Management Policy and CARE Code. We also discovered that there was a lack of understanding around homework expectations. Parents gained insight into contemporary teaching practices and were excited by the initiatives being implemented to ensure student learning was the primary focus of all staff members.

All staff members also engage with parents through our parent/teacher/student goal setting meetings which are held twice a year. All three work together to set learning and personal goals for each student and to acknowledge and celebrate each milestone achieved.

Initiatives such as OSHC and the Kinder transition program have been well received.

Student Satisfaction

Students have been developing a greater capacity to be informed about and discuss their learning. This has been achieved through goal setting processes and increased feedback about learning through improved formative assessment processes.

Students had the opportunity to express themselves through the Student Representative Council and were able to implement a number of fundraising and fundraising initiatives. We had an active SRC who regularly approached the principal and staff with their ideas and plans for implementation. Students were appreciative of the opportunities to be heard and to demonstrate their initiative and leadership. They also expressed a great deal of satisfaction with the improvements to their learning environment with the upgrading of classroom facilities and resources.

Students are also highly appreciative of the sporting and cultural opportunities provided at St Joseph's. Students demonstrate high levels of participation and take pride in their achievements as well as expressing enjoyment in the activities which they are able to access.

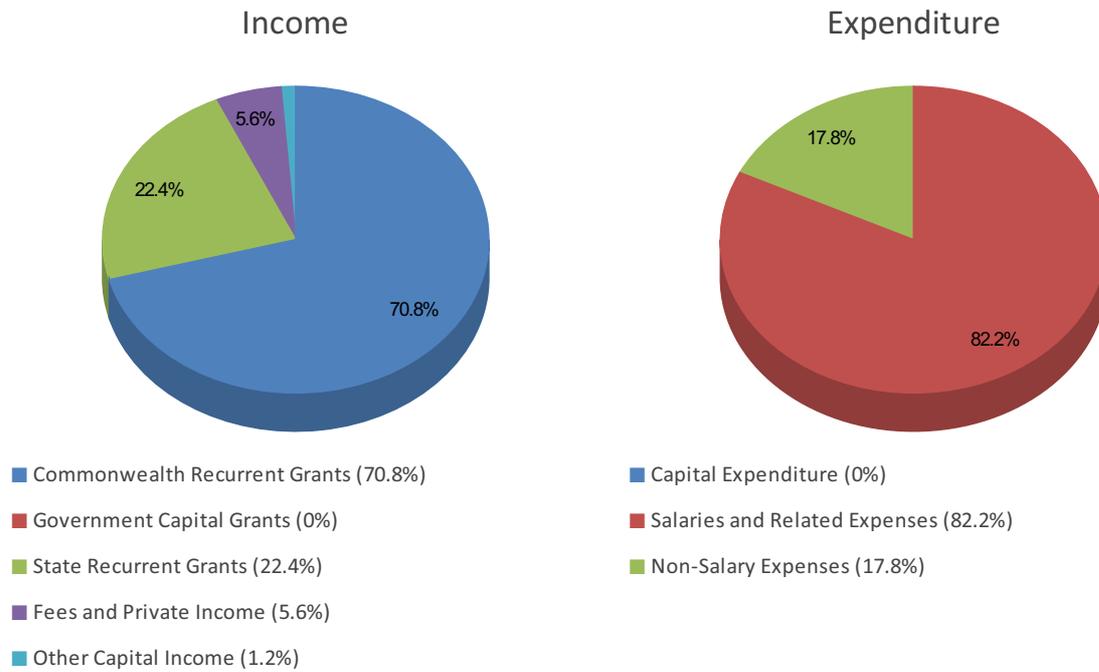
Teacher Satisfaction

Teachers were provided with opportunities for feedback during regular review processes of initiatives implemented during the year. All teacher feedback was constructive and taken into account in making changes to these processes to better enhance children's learning. These included areas such as behaviour management reviews, timetabling, duty rosters, master classes and classroom refurbishments.

Appraisal processes also provided data which indicated that the Catholic Life and RE aspects of the school were highly valued by staff and seen as a strength.

Significant effort was placed into our Performing Arts program in 2016, culminating in a Showcase Performance by all students. Staff feedback following the performance expressed great satisfaction in the achievements of the children and of each other in preparing for the event.

Teacher feedback in regards to upgrades of facilities and resources has also been very positive, particularly more aesthetically pleasing learning spaces and improved access to digital resources.



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.