

St Josephs Primary School Portland
Annual School Report to the Community
2014



School Contact Details

95 Williwa Street, Portland 2847

stjosephportland@bth.catholic.edu.au

(02) 63 55 5111

Principal

Mrs Sue Kearns

Principal's Message

St Joseph's School, Portland is the only small Catholic primary school at the eastern end of the Bathurst Diocese. Staff are committed to providing a quality learning environment which gives witness to the Gospel values of love, respect and justice. Religious Education is the core from which the curriculum radiates, in order to nurture and study our faith. At the same time, planned instruction and learning occurs in six Key Learning Areas - English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts and Personal Development, Health and Physical Education.

In 2014, the introduction of the Australian Curriculum in the Bathurst Diocese began to take shape with the implementation of the English Syllabus at our school. Preparation for the Science and Technology and Mathematics Syllabuses was also underway. The Diocesan School Learning Review and Development held during Term Two at St Joseph's recognised the achievements of the school, identified needs and actions that will lead to school improvement and satisfied compliance requirements, accountability and expectations of all sections of the community.

S.Kearns.

Parish Priest's Message

I am very happy to reflect back on the last four years of faith and life at St Joseph's School. The school community at St Joseph's continues to give great witness to faith and life. The children and staff of our school are friendly, thoughtful and celebrate their faith with enthusiasm. Together we look forward to continuing to learn and grow in wisdom and knowledge, together as a school, celebrating our faith, hope and love as followers of Jesus.

Fr Owen Gibbons

Parish Priest

Parent Body Message

St Joseph's Parents and Friends Association meets on the fourth Tuesday of every month. The AGM is held every February, in which a new Executive is elected. New members are encouraged to join at any time.

Fundraising is the P&Fs major role - this helps to buy additional products and services that benefit the children of the school, e.g. financing transport for school excursions, playground resources and equipment. In 2014, bus travel for the Infants excursion to Featherdale and the Primary excursion to Scenic World, as well as contributions towards parental costs, have lightened the financial load for both school and home.

St Joseph's P&F Association also contributed to the well-being of the school by playing a supportive role. Assistance with the coordination and organisation of many social events i.e. morning teas, dinners and other special events held by the school are catered for.

Katrina McCulkin

President

St Joseph's Parents and Friends Association 2014

Student Body Message

The Year Six leaders supported St Joseph's School in 2014 by organising assemblies, liturgies and important events which contributed to the life of the school. Partnering new Kindergarten students was a very important part of the role as well. Opportunities were given to develop self-esteem, leadership qualities and a sense of social and environmental responsibility. Once again, the 'Grip Leadership Conference' held in Bathurst was attended by all Year Six students. Along with other schools in the district the students were involved in practical sessions which encouraged all to make an impact in the undertaking of their leadership role. In 2014 the student leadership positions at St Joseph's School consisted of:

- Girl School Captain
- Boy School Captain
- House Captains - MacKillop, Leonard, Farrell.

SECTION TWO: SCHOOL FEATURES

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

Some unique features of St Joseph's School are its size, the positive attitude of all towards learning and the development of the core values of resilience, responsibility, tolerance and self-confidence. Set on Convent Hill, the school has a generous-sized playground and playing field overlooking historic views of the town and surrounding landscape. The interaction of the children is of utmost importance to the staff who engage in effective strategies to develop mutual respect and a sense of fair play.

In 2014, St Joseph's School was structured in the following way:

- Kindergarten / Year One
- Year Two / Three
- Year Four / Five / Six

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

Programs available in 2014 were:

- MultiLit Literacy Intervention Program
- PreLit and MiniLit
- ICT Resources in teaching - Mathletics and Spellodrome, Studyladder, IdealResources
- Jolly Phonics and Jolly Grammar and Spelling Mastery
- Speech and Language Programs
- Intensive Water Safety Program
- Life Education Van
- Russell Richardson Rugby League
- Walk Safely To School
- Clean Up Australia
- NAIDOC Week
- Responsible Pet Education
- School Excursions - Featherdale and Scenic World
- Book Week activities
- Rugby League Gala Day
- 'Acting Out' - Anti-Bullying Program

Programs and initiatives were also available to cater for special needs and pastoral care within the school:

- Behaviour System - Points and Dots - whole school. This is linked to the fortnightly assembly.
- Term Awards System - distributed at fortnightly assembly - Merit / Principal Merit / Bronze / Silver / Gold - aim - to receive all by the end of each term.
- Kindergarten Buddy System - Years 4/5/6 - Kindy partners
- Individual Education Plans set up for learning and behaviour within the classroom setting.

The Catholic Education Office has available support personnel who are located in Bathurst and Dubbo to assist school staff with specialised programs. One of the most important initiatives during 2014 was the availability of a School Counsellor in all Diocesan schools. St Joseph's was fortunate to have this service provided on a fortnightly basis and this will continue.

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
23	21	0	44

* 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 94.98%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	97.14%
Year 1	95.46%
Year 2	94.67%
Year 3	97.31%
Year 4	94.80%
Year 5	95.62%
Year 6	89.88%

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
6	5	11

* This number includes 3 full-time teachers and 3 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	Child Protection
Term 2	Disability Standards
Term 3	Professional Learning Communities / Staff Retreat
Term 4	NAPLAN Analysis

The staff of St Joseph's School participated in the following Professional Learning during 2014:

- Reading To Learn
- Christmas Story Art Workshop
- Curriculum - Science and Technology
- Curriculum - Organisational - Hub and Spoke
- Data Analysis - PAT Maths
- Religious Education - REC Assembly
- Information Communication Technology - Edutech Conference
- RE Accreditation
- Principal Financial Management
- Principal Compliance and Work, Health and Safety
- Child Protection
- AITSL - Accreditation
- Fundamental Movement Skills
- Principals Retreat
- G&T Seminar

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.	6
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.

The Catholic faith is authentically at the heart of the St Joseph's school community. Both learning and pastoral care are integral to our school's culture and lived each day, in 'Faith and Truth'. We believe that a faith-filled, caring environment where each child is encouraged to develop with success, to strive for excellence, to grow in relationship with Jesus and to have respect for self and others, is our vision. As Catholic educators, we work in partnership with parents and St Vincent's Parish. All children are valued, active members of this spirit-filled community, which encompasses the sacraments, liturgical experiences and prayer.

At St Joseph's we nurture the well-being of all: students, staff and families. Students are encouraged to realise their full potential and the need to grow as valued members of our school and the wider world. Fostering self-esteem is essential in our small school situation where individual growth occurs in an environment which encourages self-direction. Opportunities arise from pastoral care and social justice activities for the development of feelings, goals and ideas in a spirit of cooperation with peers.

The St Joseph's staff are a solid and professional collaborative team, mutually respectful and open to new approaches.

The staff of St Joseph's aims to help students:

- grow in knowledge and love of Jesus Christ.
- use their talents.
- develop the values of tolerance, respect and honesty.
- interact with other children with mutual respect and care.
- foster respect for the rights and property of others.
- Develop positive attitudes towards learning.
- develop good manners and consideration for others.
- develop an attitude towards competition that applauds the honest efforts of others.

Families are welcomed and involved in school liturgies, the Sacraments and special feast day celebrations. Religious Education programs and activities are provided for staff and students by the Catholic Education Office in Bathurst. Professional development and retreats are made available for staff both during school time and as extra-curricular sessions. The Year Six Retreat is an annual occurrence with students joining the Year 6 at St Patrick's School Lithgow.

Fr Owen Gibbons has continued to support the school spiritually in providing the weekly school Mass. Father Owen Gibbons is the Parish Priest of St Patrick's Parish in Lithgow and St Vincent's Parish in Portland and may be contacted at the Lithgow Presbytery, Lett Street, Lithgow or by telephone on (02)63513092.

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	34.00

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.

Planning for the requirements of the new syllabuses and preparation for implementation was underway in 2014. From the 2014 Diocesan School Learning Review and Development:

- work on unpacking the new English curriculum and its delivery reflected a shared school vision for teaching and learning priorities and teacher collaboration.
- Familiarisation and implementation of the new Mathematics, Science and Technology and History Syllabuses will be carried out in 2015.
- The school was well on its way in the analysis and discussion of data, specifically NAPLAN and DIBELS data.
- Regular assessments of student learning was undertaken, different needs of students were addressed and opportunities to learn provided.
- Identifying specific student learning needs, including systematic testing to establish learning gaps and special needs, and programs to meet these needs were prioritised.
- Engagement in conversations regarding the use of technology in the classroom became more prevalent and engagement of students in this area increased.

Core Subjects

The following core subjects were taught in 2014:

- Religious Education
- English
- Mathematics
- Human Society and Its Environment
- Science and Technology
- Creative Arts
- Personal Development, Health and Physical Education

Learning support programs included:

- MULTILIT Reading Program
- MINILIT and PRELIT
- Integration Programs - CEO Special Education Support Team
- Behaviour Management - CEO Behaviour Team

Special programs used at St Joseph's in 2014 also included Spelling Mastery, Jolly Phonics, Jolly Grammar, Perceptual Motor Program, Water Safety Program and Life Education Van.

Community Service activities involved Parish / School events, visits to the local Aged Care facility, St Vincent de Paul rooms, participation in ANZAC Day March, CWA International Day, Ride to School Day, Clean Up Australia and other combined St Joseph's / Portland Central School events.

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	33.00%	50.00%	0.00%	12.00%
	Reading	50.00%	46.00%	17.00%	13.00%
	Writing	0.00%	39.00%	17.00%	11.00%
	Spelling	17.00%	44.00%	17.00%	15.00%
	Numeracy	50.00%	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	75.00%	37.00%	0.00%	16.00%
	Reading	75.00%	34.00%	25.00%	16.00%
	Writing	0.00%	16.00%	0.00%	21.00%
	Spelling	75.00%	33.00%	0.00%	16.00%
	Numeracy	50.00%	26.00%	0.00%	18.00%

Student Welfare Policy

St Joseph's School Portland is committed to providing a safe and caring environment that fosters respect for others. The Students Welfare Policy deals with classroom and playground behaviours, bullying, the points system, awards and overall attitude and conduct. The Points System is specifically designed for teachers as a means of consistently managing behaviours to:

- help students realise how cooperation affects the tasks which need to be done and to help them appreciate the value of rules.
- help students to become aware that they are responsible for their own behaviour.
- help students become aware of logical consequences for their actions.
- change behaviours and create a better learning environment for all.

At the fortnightly whole school assembly the students are rewarded for their efforts in the form of awards. The welfare of the children is paramount and the staff is always available to assist parents. The staff continually monitor the policy throughout the year in Staff Meetings. The application of this policy may be readily discussed with all who are affected by it.

The full text of the school Students Welfare Policy may be access via the school office.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

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

Discipline Policy

St Joseph's School believes in a positive approach to discipline by ensuring that:

- rules and expectations are clear
- staff are positive, yet firm and consistent
- children achieve success in an environment that encourages learning for all
- all children are engaged and behaviour problems are kept to a minimum

Our aim is for the students to develop self-discipline so that they will be able to take the initiative in developing a sense of responsibility for their own actions and an appreciation that good example is a strong force in influencing others. It is hoped through such discipline, the children will learn to distinguish between acceptable and non-acceptable behaviour in various situation and accept the consequences of their actions. By learning to appreciate the need for discipline they will come to respect themselves and others.

A Behaviour System is set up within the school.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

St Joseph's School is an integral part of St Vincent's Parish and contributes to the Portland community as a whole. The school's effective communication structures clearly serve the needs of both. In 2014 the following events were initiatives promoting respect and responsibility for students at St Joseph's School.

- Catholic Schools Week
- Grandparents Mass
- Grandparents morning tea
- Open School
- St Joseph's Walkathon and Father Grannall memorial sports
- ANZAC Day
- Laying of memorial crosses at the cenotaph in Portland
- Easter Liturgy
- Easter Festival - St Joseph's presentation
- Way of the Cross
- Morning Tea for the Elderly
- Altar Servers for Parish Masses
- Formal School Assemblies
- Peer Partnering of Senior Students with Kindergarten Students
- Grip Leadership Conference
- School Liturgies and Sacraments
- Confirmation Supper
- Parish / School Interaction
- Mathew Sharp Memorial Scholarship
- National Ride to School Day
- Clean Up Australia Day
- Captains' speeches
- Local show displays
- Secondary school Work Experience placements
- Netwaste School Litter Education Program

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

Feedback from the Diocesan School Learning Review and Development during Term Two has outlined the following achievements this year:

- Teachers have worked professionally to plan for and deliver the new RE Curriculum 'To Know, Worship and Love' and have begun using online pro formas to contextualise units.
- Strong procedures in place to ensure that the school community proclaims the Word through confident and active participation in prayer and regular attendance at Mass with teachers taking turns with the organisation of school Masses.
- A commitment to implementing PLCs, to provide a formal focus for quality dialogue among staff.
- Introduction of PATMaths for assessment of Numeracy and a greater reliance on data to inform teaching.
- Professional learning opportunities to support school improvement of student outcomes.
- Physical learning spaces updated to effectively and efficiently accommodate student learning and facilitate accessibility for staff.
- Begin follow up of condition assessment at St Joseph's through maintenance as school finances allow.

Priority Key Improvements for 2015

Feedback from Diocesan School Learning Review and Development has also given the following actions towards key improvements for next year:

- Build closer links with the Parish through a more even distribution in regular participation in the life of the church at parish level.
- Investigate and trial strategies to promote school enrolment growth in Kindergarten.
- Encourage the community to access the school environment.
- Review the cycle of assessment and reporting of RE across stages to ensure that there is evidence of assessment *for, of* and *as* learning.
- Deepen the shared understanding of curriculum delivery to provide clarity around the progression of learning from year to year.
- Maximise student learning and well-being through continuing to 'unpack' the curriculum.
- Develop the whole school ability to use data to identify gaps in student learning, to monitor improvement over time and growth across years at school and inform teaching practice.
- Give priority to professional development aimed at building teachers' data skills.
- Engage in deeper conversations around the use of technology.

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

Recognising that parents are the first educators of their children the school encourages parents to be involved in and supportive of the school's endeavours. This involvement and support is evidenced in such things as:

- supervision assistance of students e.g. excursions or sporting events
- transport of students
- active involvement in the Parents and Friends Association
- Tuckshop
- Parent Information sessions

From the feedback of the Diocesan School Learning Review and Development :

- Parents and families are valued as partners in student learning and the Principal, teachers and parents work together in mutually supportive ways.

Parent satisfaction at St Joseph's was successfully provided as part of regular and adequate communication within the school through :

- Parent Surveys as part of the DSLRD in 2014
- monthly Parents and Friends Association meetings
- formal Parent / Teacher interviews
- student Half Yearly and Yearly Reports
- needs-based parent / teacher meetings
- Principal / parent / teacher interviews to discuss student progress

During 2014 noted features of the school included the positive atmosphere, the quality learning environment and the inclusive school culture.

Student Satisfaction

At St Joseph's all students have the right to feel safe, to learn and grow, to be respected and to be valued. It is everyone's responsibility to respect oneself, to respect and support others and to contribute to a safe and caring school environment.

From the 2014 Diocesan School Learning Review and Development:

- There are high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes.
- High levels of trust are apparent and there is a strong sense of belonging. Senior students, in particular, have added responsibilities and feel confident to assist the staff in the everyday routine of the school.
- Students displayed enthusiasm and genuine pride in their school in both formal and informal conversations.
- There are very few obvious behavioural, attendance and engagement problems.
- Pastoral care and the positive, consistent approach to discipline and anti-bullying are obvious strengths at St Joseph's School.

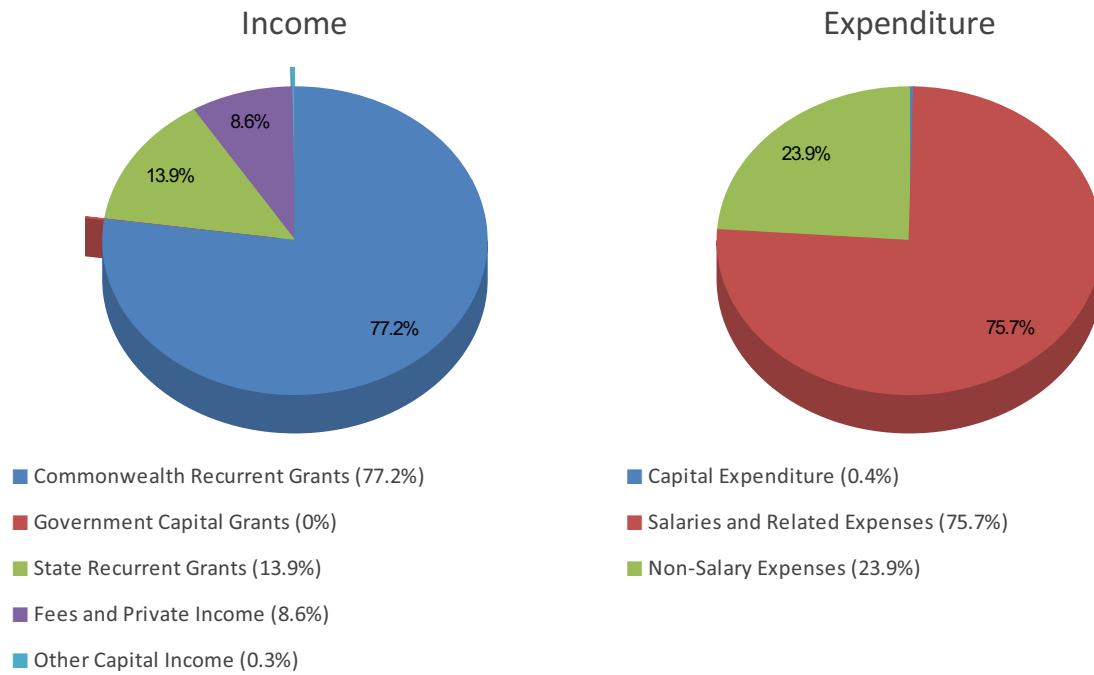
On the playground the students are encouraged to participate in structured games to equip them with problem-solving skills and also to experience taking turns and considering others. This is generally a happy time for all.

Teacher Satisfaction

Feedback from the Diocesan School Learning Review and Development has given the following statements regarding teacher satisfaction in 2014:

- All teachers at St Joseph's are focused on providing successful learning experiences and outcomes for the students in their care. There is an expectation that every student will learn and this is reflected in the calm but busy classrooms where interruptions to teaching time are kept to a minimum. High levels of trust are apparent and there is a strong sense of belonging and pride in the school. Interactions are focused on the learning and the wellbeing of students and on continually improving.
- Respectful, caring relationships are reflected in the way staff, students and parents interact and parents and families are encouraged to take a genuine interest in the work of the school.

Highly effective communication structures within the school clearly serve the needs of the staff. In 2014, an extension of the working spaces and resource area for teachers gave the staff more opportunities for professional and personal reflection of student learning and teacher planning.



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.