

St Marys Catholic School Wellington  
Annual School Report to the Community  
2014



**School Contact Details**

Percy Street, Wellington 2820

[stmaryswellington@bth.catholic.edu.au](mailto:stmaryswellington@bth.catholic.edu.au)

[stmaryswellington@bth.catholic.edu.au](mailto:stmaryswellington@bth.catholic.edu.au)

(02) 68 45 1822

**Principal**

Mr Simon Price

### Principal's Message

St Mary's Catholic School proudly caters for students from Kindergarten to Year 10 and promotes a caring, Catholic community within which individuals are encouraged, and given the opportunity, to achieve to their full potential spiritually, socially, academically and physically. The school boasts quality resources, accomplished educators and sets high academic expectations for students. These all combine to enable St Mary's to achieve excellent all-round standards.

St Mary's is proud of its tradition of very strong family support and parent involvement. Teachers are dedicated, highly qualified and enthusiastic. Students are immersed in extra-curricular activities such as Mock Trial, the Science and Engineering Challenge, Sporting Gala Days, Leadership opportunities, gifted and talented programs and a variety of excursions and retreats. Students are also involved in eisteddfods and sport representation at local, Diocesan and State levels.

St Mary's Wellington is an implementation school in the Bathurst Diocese for the School Wide Positive Behaviour for Learning program (SPB4L) and is a Professional Learning Community (PLC).

### Parish Priest's Message

I have been Parish priest at Wellington for nearly four years. I have always found the pastoral care of students by staff to be of the highest quality. In many ways, the care of the students is the best in the Diocese. The building of the Infant de Prague Hall has been a highlight. It is a great resource and a credit to Mr Price and all who helped build it. It is one of the best school halls in the Diocese and has become a great benefit to the wider community and parish. I have immense respect for the achievements of the touch foot ball teams, not only for their sporting wins but also the team character and personal skills it has helped develop in the students.

The artistic, musical, Mock Trial and many other talents I have seen in operation amidst the students has been another highlight of my time here. Many St. Mary's students have gone on to do well in other endeavours when they finished their time in our school community. I have also seen the SRC and P&F raise money and the profile of many important charities in the community and the parish. This is an important area of Christian life.

### Parent Body Message

St Mary's Parents and Friends Association continues to hold a vital role in our school and parish working together to support the opinions and ideas of all parents and friends.

This year we have worked together as a team to achieve growth and community spirit for everyone associated in our community. We remain firm in our commitment to participate in the spiritual, intellectual, social and physical growth of all our children.

As always our main focus is working towards the happiness and well-being of all students here at St Mary's and we have achieved that by:

- Providing a one day a week canteen with lunch orders and other goodies for purchase
- Supporting spiritual development with donations and participating in days that support community members with cancer through the Wig / head shave day.
- Catering at events and assisting at carnivals.
- Raising a total of ... that supported the School garden, assisted with the purchase of ipads,

We as a P&F look forward to the future, achieving ideas that will bring benefit not only to our school and the community but also most importantly to the children.

### Student Body Message

During 2014 the SRC has worked together to reach common goals for our school. We are overwhelmed with the success of this year's SRC and we would like to congratulate each and every one of the student representatives from Years 3 to Year 10 on the outstanding job they have done this as leaders of our school.

The SRC helped organize a crazy hair day in term 1 to raise money for cancer patients. We also ran our wonderful Easter egg raffle as well as our Easter colouring in competition and school socials.

The SRC students have worked hard over the last year to accommodate the students needs at St Mary's. We have cohesively worked together as a group to reach our goals.

Students who were a part of this year's Student Representative Council have not only shown great leadership, but they have shown their ability to work co-operatively under pressure and as a group. We have all participated in bringing ideas to our meetings and working on bringing our ideas to life for the benefit of the students. We would like to say a special thank you to Mr Stevens who has been our supervising teacher this year and Mrs Whale (term 4).

---

## SECTION TWO: SCHOOL FEATURES

---

St Marys Catholic School is a Catholic systemic Co-educational School located in Wellington.

St Mary's Catholic school offers a Catholic education for students from Kindergarten to Year 10. The school is in the Wellington parish of St Patrick's. Mercy nuns came to Wellington in 1883. Mercy Day is celebrated at the end of term 3 each year. Community spirit is one of the school's key strengths.

Students are able to belong to a strong community and engage in many Pastoral Programs that are available in larger schools, including PBL, SRC, orientation days, NAIDOC activities, Buddy Systems, Mercy Day and Retreats. In 2014, the P&F provided a canteen on Fridays and assisted with many school activities including a cancer fundraising morning, Mothers' and Fathers' Day activities and catered for numerous functions as fundraisers. St Mary's greatly values its relationships with its families and encourages them to be 'part of the journey' as their sons and daughters progress through the school. A commitment by the parents to be involved in the education of their children, through participation in the life of the school, brings untold benefits. The support and involvement of parents is very much part of the 'St Mary's spirit'. The active support of a generous Parents and Friends Association has also added a substantial level of financial and personal support to the whole school community.

St Mary's is well-resourced, boasting specialist rooms including: a library; science and computer laboratories; music and art rooms; a woodwork/metalwork technology centre and state-of-the-art hospitality centre. Each room is equipped with information communication technology resources, including interactive whiteboards. The Infant De Prague Hall supports school productions, assemblies, retreats and community and parish events.

### Student Enrolment

The School caters for students in Kindergarten to Year 10. 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
101	72	4	173

\* 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 93.21%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.53%
Year 1	95.51%
Year 2	93.34%
Year 3	96.07%
Year 4	95.17%
Year 5	97.05%
Year 6	93.13%
Year 7	92.48%
Year 8	91.03%
Year 9	90.31%
Year 10	89.73%

### 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
21	6	27

\* This number includes 12 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	8%
--	----

### 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>	Literacy K-10 focusing on Grammar, presented by Lorraine Short and Anna Brien.
<b>Term 2</b>	First Aide update, WHS and ICT
<b>Term 3</b>	Religious Education Retreat (spirituality) presented by Fr Paul Devitt
<b>Term 4</b>	Strategic Planning, Professional Learning Communities and Positive Behaviour for Learning

The focus of 2014 Professional Learning was the implementation of the outcomes and recommendation of the Strengthening St Mary's consultation process from 2013. This included a re-focus on Literacy K-10, reviewing data and the development of Professional Learning Communities across various stages and KLAs.

Staff also continued a review of the school through an ongoing process called Quality Catholic Education. This data informed the School's Annual Improvement Plan.

---

## 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.

As articulated through our Vision and Mission Statements, St Mary's Catholic School aims to promote a caring, Catholic community within which individuals are encouraged, and given the opportunity, to achieve their full potential: spiritually, socially, academically and physically.

In 2014 St Mary's Catholicity was promoted through the following avenues:

Pastoral Care expresses the ethos and philosophy of the school. It is reflected through the integration of the religious, academic and social dimensions of the school. It is specifically shown through: our Pastoral Care Policy, Behaviour Management Guidelines, Kindergarten-Year 6 Buddy system, the SRC, awards for Christian Leadership and achievement awards which recognise the gifts and talents of individual students which are presented at assemblies.

The School implements the Diocesan Religious Education Program from Kindergarten to Year Ten. The teaching of Religious Education is based on the teachings of Jesus Christ.

Examples of prayer experiences are: our School Prayer, class prayer throughout the day and at assemblies, prayer focus tables in each room, staff prayer, and prayer before meetings.

The celebration of whole school Masses and Liturgies for special events and on religious feast days is a feature of St Mary's. These include: the Opening of School and Induction of Leaders, Ash Wednesday, Holy Week, celebrating the Resurrection, Mission Week, the feasts of St Patrick, NAIDOC, Mercy Day, Graduation Mass and Masses for Sacramental classes.

In 2014 these included a Retreat for Year Seven and Reflection days for Year Three and Year Six before the reception of the Sacraments of Confirmation and First Communion. Year 6 and 10 students attended wonderful overnight retreats.

St Mary's was fortunate to have Fr Tony Hennessy as our Parish Priest, who has been very generous with his contributions to the school. His involvement includes celebrating Sacraments, Masses and Liturgies, providing guidance to staff and students in the preparation of Masses and Liturgies, attendance at all retreats and reflection days, regular meetings with the Religious Education Coordinator and attendance at P&F meetings.

The REC attends a two-day conference each year. Staff attended a staff retreat run by Fr Paul Devitt.

Students are provided with activities that raise awareness of social justice issues through fundraising for Project Compassion, Catholic Missions, St Vincent de Paul Society, the sponsorship of a child through in an orphanage in Cambodia and the creation of Christmas hampers for St Vincent de Paul.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	33.53
Year 8	25.75

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.

St Mary's is a multi-stage school that offers a broad curriculum, with a focus on the core subjects from Stages 1 - 3. In addition to the core subjects of English (incorporating grammar, spelling, writing, reading and journaling), Mathematics, Personal Development, Health & Physical Education, and Religious Education, the Stage 1 – 3 Curriculum also incorporates courses in Science, Visual Arts, Drama, Dance, HSIE, Information and Communication Technology Skills. PE / Sport is taught by a specialist teacher. During 2014 the school implemented flexible year level grouping for both English and Mathematics. Thus a student who was age appropriate for Stage 2 may be studying elements of mathematics with Stage 3 students.

In 2014, the Learning Support Department consisted of 5 staff members including teachers, teacher assistants and Aboriginal Education Workers and was resourced in a dedicated Learning Support classroom. Through teacher referrals and screening processes, students were assessed and Individual Programs were implemented. Teacher assistants played an active role both in classrooms and in the withdraw for students for specialist intervention programs.

The School follows the BOSTES syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and 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 school curriculum.

Stages 4 and 5: The Stage 4 and 5 Curriculum places emphasis on the core BOSTES subjects of English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education. All of these areas are given timetabling allocation that exceeds the minimum NSW Board of Studies requirement. Other curriculum areas in Stages 4 and 5, include the study of the Indonesian Language, Visual Arts, Music and Technology. Religious Education is taught in all years. In Stage 5, 2013, St Mary's was able to offer elective classes for the following courses: PASS, Visual Arts, IST, Industrial Technology, Textiles and Elective History.

Gifted and Talented students were identified in classes and participated in extra-curricular programs throughout the year; for example Chess, Science and Engineering Challenge, CEO Gifted and Talented Days and the Mock Trial Competition.

## 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	40.00%	50.00%	10.00%	12.00%
	Reading	43.00%	46.00%	20.00%	13.00%
	Writing	10.00%	39.00%	20.00%	11.00%
	Spelling	60.00%	44.00%	20.00%	15.00%
	Numeracy	50.00%	36.00%	30.00%	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	33.00%	3.00%	11.00%	16.00%
	Reading	0.00%	34.00%	33.00%	16.00%
	Writing	11.00%	16.00%	22.00%	21.00%
	Spelling	56.00%	33.00%	11.00%	16.00%
	Numeracy	0.00%	26.00%	33.00%	18.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	31.00%	30.00%	38.00%	19.00%
	Reading	25.00%	29.00%	19.00%	16.00%
	Writing	13.00%	16.00%	50.00%	28.00%
	Spelling	25.00%	31.00%	25.00%	17.00%
	Numeracy	25.00%	29.00%	38.00%	17.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	0.00%	20.00%	63.00%	27.00%
	Reading	0.00%	22.00%	50.00%	23.00%
	Writing	0.00%	15.00%	88.00%	38.00%
	Spelling	13.00%	24.00%	63.00%	23.00%
	Numeracy	0.00%	24.00%	43.00%	21.00%

In 2014 the number of students issued with a RoSA	16
---	----

### Student Welfare Policy

Student Welfare Policy: Student Welfare at St Mary's is outlined in the School's Pastoral Care Policy, Behaviour Management Guidelines, Safe School / Anti Bullying and Cyber Safety / Digital Media Policy and Supervision of Students Guidelines.

Our school policy guides our school in creating a supportive environment. Students are supported in:

- Leadership - School and Sport Captains, the Student Representative Council (SRC), Family group leaders, training days for leadership positions, SRC teacher mentoring and commissioning ceremonies.
- Spiritual growth - prayer, liturgy, retreat days, reflection sessions, preparation for Sacraments, Parish Priest involvement, feast day celebrations and immersing our curriculum in the values of the Gospel.
- Self esteem - affirmation strategies including positive reinforcement, commendations, certificates, awards, public recognition, student displays and public performances, personal development in curriculum programs, motivational talks, Life Education Van, Peer Support programs.

No changes were made to this policy during 2014.

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 Mary's has adopted a behaviour framework called Schoolwide Positive Behaviour for Learning (SPB4L). The school follows a cycle of defining, teaching, supporting and rewarding expected behaviours. This is embedded into the school Behaviour Management Guidelines. Each term, behaviours are targeted. School-wide, behaviour expectations are taught to all students and tokens are awarded to students "exhibiting" the correct behaviour. At the conclusion of each cycle tokens are placed in a lucky draw and student names are randomly drawn for prizes. St Mary's fundamental behaviours are:

- Be safe
- Be Respectful
- Be Responsible
- Be a Learner •

*Cyber safety* – Cyber Safety / Digital Media Policy is sent home to parents at the beginning of the school year.

This policy is being refined as the behaviour framework is implemented in the school. A new policy will be issued in 2015.

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.

### Initiatives Promoting Respect and Responsibility

The school encourages all members to follow the fundamentals of SPB4L:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Actions taken in 2014 to promote respect and responsibility included:

- Implementing and promoting the Safe School / Anti Bullying and Cyber Safety Policies.
- Following Student Leadership procedures including School Captains and Vice Captains, Sports House Captains and class Student Representative Council membership.
- The Commendation System and privileges for students displaying respectful and responsible attitudes and behaviour.

- Participation in the ANZAC Day March.
- Support for charities initiated through the Student Representative Council.
- Involvement in sporting teams to promote teamwork and leadership.
- Actively promoting Gospel values at both a whole school and classroom level.
- Participation in a Buddy System involving Year 6 and Kindergarten.
- Year 6, Year 7 and Year 10 Retreats.
- Year 6 Transition Program to High School.
- School Readiness and Transition to School Programs for Kindergarten 2014.
- Participation in NAIDOC activities.
- Year 5 and 9 Leadership days.
- Attending the Primary/Secondary 'Young Leaders Day' in Sydney.

---

## 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

A review process at the end of 2013 called Strengthening St Mary's provided the fundamental goals for the school in 2014. In particular, the school:

- engaged with the parish on a more regular basis
- conducted Kindergarten screening program for new Kindergarten students
- developed English and Mathematics flexible groupings in Stages 1-3
- established Professional Learning Teams within the school structure
- introduced a new Reporting System (Reporter Pro) in the school aligned through SAS.
- updated the Behaviour Management Guidelines and SPB4L
- implemented a school APP to assist with communication channels with parents.
- expanded the students access to ICT with the introduction of class sets of Ipads in both Primary and Secondary.
- successfully incorporated the Australian Curriculum in English and Mathematics in Primary and English, Mathematics, Science and History in Secondary.

The school continued to engage with the Wellington Aboriginal community through the implementation of Personalised Learning Plans for all Aboriginal students and a very successful NAIDOC celebration which honoured Aboriginal Returned Soldiers.

### Priority Key Improvements for 2015

Maintain and develop the schools marketing, promotion and public Relations activities. Stability and positive engagement with students learning will be the school focus for 2015. This will be achieved by:

- implementation of changes to the framework - Positive Behaviour for Learning
- reinforce the focus on student's learning through the commitment to Professional Learning Teams and Professional Learning Community structures by all staff
- continue to extend the Australian Curriculum to Mathematics in Primary and Years 8 and 10 in Secondary (English, Mathematics, Science and History)
- develop best practice strategies for ICT in the teaching and learning process
- actively engage parents in establishing a supportive school community
- commit to engaging with external partnerships within the Wellington community

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

Parental feedback was obtained through a number of sources. A survey distributed by email and paper copy called Strengthening St Mary's aligning with questions used in a 2013 survey allowed comparison and developments with regard to significant trends with regard to community perceptions of the school. Other data was gained from discussions with the P&F, exit surveys and anecdotal evidence.

The 2014 survey showed that many of the changes outlined above were successful in addressing community concerns – particularly in the Primary Section of the school. An emphasis on the Learning Environment and Discipline / Welfare issues will again be a focus in 2015. The SPB4L framework is currently being revamped. Other positive indicators include:

- Improved parish involvement
- Kinder – Year 6 English and Mathematics flexible groupings.
- Kindergarten screening which will continue in 2015
- The purchase of a school App. The school website will be moved to this format in 2015.
- The school reports – and a move to the new platform. Secondary parents appreciate the shift to parent friendly reports.

A need to effectively work on building social skills in smaller year groups into 2015 was noted.

### Student Satisfaction

Student feedback was obtained primarily through class representatives who provided data through a highly functional SRC, and exit surveys from families who left the school in 2014. In general, students showed a much higher level of satisfaction with the school than parents.

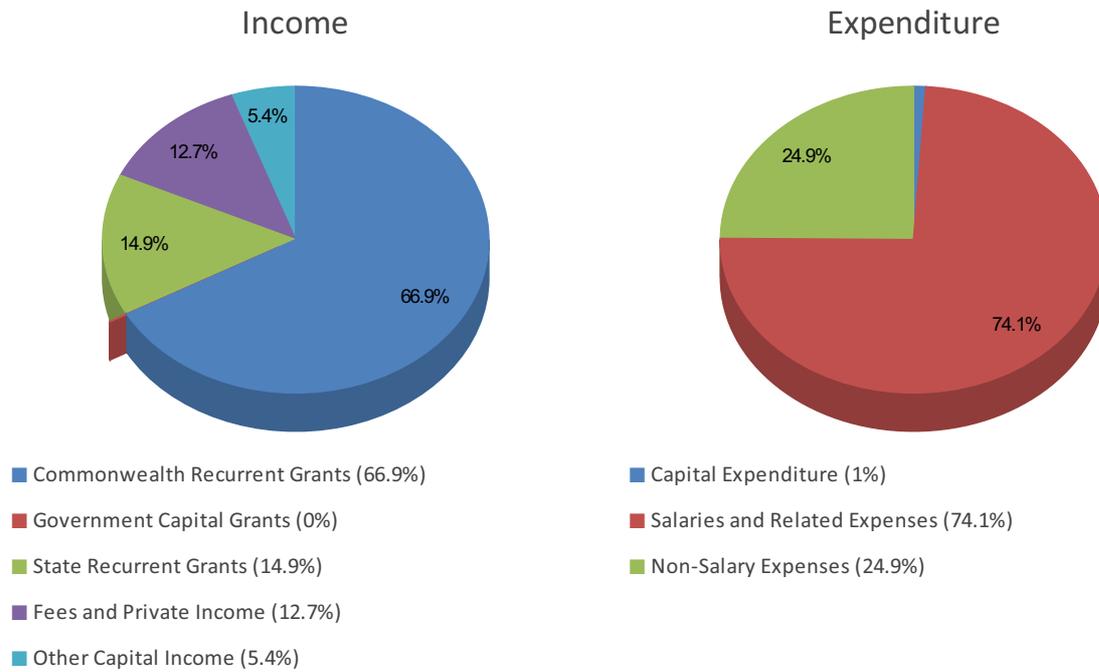
Student membership of the SPB4L committee and consultation with the SRC provided input into a significant development of the school's behaviour framework.

### Teacher Satisfaction

Staff feedback and consultation was achieved through the Quality Catholic Education process which enables a structured review of the many facets of school environments over a five year cycle. The results of this consultation then form the basis of the School's Annual Improvement Plan in which staff have input into the draft document. Regular input is also gained through anecdotal evidence.

Staff identified the following areas for development in 2015:

- Creating a positive dialogue with the community with regard to the many learning and extra-curricular opportunities in the school.
- Promoting the Enhanced Personalised Learning potential for students at St Mary's.
- Focusing on student behaviour and implementing discipline and welfare issues consistently in line with the School Wide Positive Behaviour Guidelines.



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.