

2016 Annual School Report to the Community

St Marys Catholic School Wellington

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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 assumes a high level of learning for all students. These all combine to enable St Mary's to achieve excellent all-round standards.

St Mary's is proud of its tradition of strong family support and parent involvement. Teachers are dedicated, highly qualified and enthusiastic. Students are immersed in extra-curricular activities including Mock Trial, Science and Engineering Challenges, Sporting Gala Days, Leadership opportunities, Gifted and Talented programs and numerous excursions and retreats. Students are also involved in the local Eisteddfod and sport representation at local, Diocesan and State levels.

St Mary's Wellington is an implementation school in the Bathurst Diocese for the Positive Behaviour for Learning program (PLB) and is a Professional Learning Community (PLC). Personalised learning is achieved through flexible groupings K-10.

Parish Priest's Message

I write in support of the life and experiences offered through education at St Mary's School. An emphasis is given by the staff to the pastoral care of students by the diligence and compassion of the teachers and staff.

Academic standards are reinforced and the parents are happy with their children's overall well-being and enthusiasm for life in the school. Committed members of the Parents and Friends Association continue to plan very successful means to raise money for equipment which adds to the quality of education provided for their children. The leadership offered by the Principal, Mr Simon Price and school staff, motivates them to bring about the best results for the students.

I was happy to hear the outcomes of the major reviewing by the school staff this year of their practices. The consulting of parents and students on areas of school life which are appreciated as being successful, as well as other areas where improvement in practices can be made, has led to a positive and energised atmosphere in the school.

Parish involvement by teachers and students through regular class worship and prayer experiences has helped the faith practice of students and their families.

Parent Body Message

The Parents and Friends Association would like to say thank to everyone for being a part of our beautiful St Mary's.

We have raised approximately \$26,000 in numerous ways this year. One of our main forms of fundraising has been catering – which along being profitable, has given us all lots of laughter and friendship.

We are known as “The Hail Mary's and a funny old hair dresser.” Collectively together as a whole school community fundraisers we have been able to provide our school with computers, furniture and other items.

We catered for the Josephites, the production of Calamity Jane, Skye Campbell's 21st, Variety Bash QLD and the Canadian Forridge Farmers.

One of the most positive impacts for our school and on our children are our beautiful teachers, including Little Saints through to Year 10. A special thanks to teachers for the successful implementation of the Little Saints program in 2016.

Life is inevitably full of risks and it's how you manage those risks and take responsibility for your own actions that is critical. Our school provides opportunities for students to grow to understand this, and to develop so many other skills fundamental to their future.

Mrs Pip Smith (President)

Student Body Message

Jesse Mills / Hannah Pace - Captains 2016

This year, the SRC has experienced great success. The students have held regular meetings to address the things that the students may want or need in order to improve everyday school life. The Student Representative Council is a great aspect of our school that supports many positive learning opportunities for students at St Mary's.

The SRC has also showed great commitment to:

- School socials held once a term.
- Organising the Easter raffle.
- Molly Whale attending the PBL meeting as a student representative.
- Negotiating with the school leadership team so that students in Years 7-10 could have limited access to mobile phones during break times.

As Captains, we are extremely proud of the 2016 SRC committee as they have actively used their voice to make a positive difference. Thank you to Mr Stevens for his ongoing guidance.

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 belong to a strong community and engage in many Pastoral Programs that are available in larger schools, including Positive Behaviour for Learning, SRC, Kinder Readiness program, NAIDOC activities, Buddy Systems, Mercy Day and Retreats. One of the highlights of 2016 was the introduction of a Little Saints Program - a transition to school for 4 year olds, one day a week.

In 2016, the P&F provided a canteen each Friday and assisted with many school activities including Mother's Day and Father's 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. The P&F raised funds for the canteen upgrade and the purchase of 20 Chrome books, and furniture for contemporary classrooms.

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 and has access to Wifi enabling the use of ipads and chrome books in classrooms. The Infant De Prague Hall supports school productions, assemblies, retreats and community and parish events.

The school is visited by counsellors from Centacare who support our students, their families and teachers on a weekly basis.

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 2016:

Girls	Boys	LBOTE*	Total Students
69	59	5	128

* 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 88.89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.14%
Year 1	93.02%
Year 2	93.79%
Year 3	92.09%
Year 4	93.69%
Year 5	90.64%
Year 6	93.91%
Year 7	77.53%
Year 8	92.89%
Year 9	78.81%
Year 10	78.24%

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
17	7	24

* This number includes 13 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	5%
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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	Teacher Induction and Annual Planning
Term 2	Positive Behaviour for Learning - Restorative Justice / Model of Christ Centered Learning
Term 3	Staff Retreat - St Ignition Spiritual Exercises.
Term 4	Positive Behaviour for Learning - Rock and Water

St Mary's staff experienced a variety of models of Professional Learning in 2016, with the Catholic Education Office focus of teachers working in teams through Professional Learning Communities. Staff were involved with ongoing professional learning throughout the year through this model. Peer and Leadership Coaching courses supported this emphasis. The Positive Behaviour for Learning Model was reinforced with staff training in the Restorative Justice, Rock and Water, Challenging Behaviours and Commitment Therapy.

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.

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, PBL -Behaviour Management Guidelines, Kindergarten-Year 6 Buddy system, the SRC, awards for Christian Leadership, and weekly achievement awards which recognise the gifts and talents of individual students.

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 2016 a Retreat was held for Year Seven and Reflection days for Year Two and Year Three before the reception of the Sacraments of Reconciliation and First Communion. Year 6 and Year 10 students attended wonderful overnight retreats. The Year 7 retreat was a new program revolving around social justice through service at an aged care facility.

St Mary's is fortunate to have Fr Carl Mackander 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.

Our REC, Mr Allan Jones and two other staff members have graduated with a Masters of Theology in 2016. Mr Jones attends a two-day RE conference each year.

Staff attended a staff retreat run by the Shalom House of Prayer community.

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	32.19
Year 8	29.33

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 Personalised Learning within the context of flexible class groupings in the core subjects of English and Mathematics from Stages 1 - 5. For example, a student who was age appropriate for Stage 2 but demonstrates readiness for acceleration in their learning, may be studying elements of Mathematics in a Stage 3 group.

In addition to the core subjects of English, Mathematics, Personal Development, Health & Physical Education and Religious Education, the Stage 1 – 3 Curriculum also incorporates courses in Science and Technology, Creative Arts, History, Geography and Information and Communication Technology Skills. PDHPE is taught by a specialist teacher. The addition of a Little Saints Early Learning Program for 4 year olds has provided great school orientation structures and community connections for our younger students in 2017.

In 2016, the Learning Support Department consisted of 4 staff members including teachers, teacher assistants and an Aboriginal Education Worker 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 in both classroom support and in the withdrawal of students for intervention programs, including tier 3 interventions.

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 NESA 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, 2016, St Mary's was able to offer elective classes for the following courses: PASS, Visual Arts, Food Technology, Industrial Technology and Distance Education subjects.

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

Professional Learning Teams of teachers implemented flexible learning classes based on Stage 4 (Year 7 and 8) and Stage 5 (years 9 and 10) in all core subjects. On a weekly basis, students attended classes that contained students in either year groups. This provided an ability to incorporate personalised learning.

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	56.00%	53.00%	6.00%	10.00%
	Reading	50.00%	48.00%	0.00%	11.00%
	Writing	44.00%	49.00%	0.00%	6.00%
	Spelling	63.00%	46.00%	6.00%	12.00%
	Numeracy	38.00%	36.00%	0.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20.00%	36.00%	10.00%	15.00%
	Reading	30.00%	35.00%	20.00%	16.00%
	Writing	10.00%	17.00%	20.00%	18.00%
	Spelling	30.00%	30.00%	10.00%	17.00%
	Numeracy	30.00%	28.00%	30.00%	17.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	50.00%	28.00%	0.00%	20.00%
	Reading	0.00%	26.00%	0.00%	17.00%
	Writing	0.00%	16.00%	0.00%	27.00%
	Spelling	50.00%	28.00%	0.00%	18.00%
	Numeracy	50.00%	30.00%	0.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	30.00%	16.00%	30.00%	27.00%
	Reading	30.00%	21.00%	30.00%	21.00%
	Writing	20.00%	12.00%	50.00%	38.00%
	Spelling	20.00%	22.00%	40.00%	23.00%
	Numeracy	10.00%	23.00%	30.00%	18.00%

In 2016 the number of students issued with a RoSA	2
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Student Welfare Policy

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

School policies guide 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 and mentoring programs.

Changes to the policy in 2016 include implementation of Mentoring, Restorative Justice and Rock and Water programs.

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 Positive Behaviour for Learning (PBL). 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 / class Dojos 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. In 2016 the rewards program was evaluated and reinforced.

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

Actions taken in 2016 to promote respect and responsibility included:

- Reviewing the Positive Behaviour for Learning Behaviour Management Policy.
- Establishing of mentoring programs for students at risk.
- Following Student Leadership procedures including School Captains and Vice Captains, Sports House Captains and class Student Representative Council membership.
- 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.

- Little Saints Early Learning Program for Kindergarten.
- Participation in NAIDOC activities.
- Year 5 and 9 Leadership days.
- Attending the Primary/Secondary 'Young Leaders Days' 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 2016

A review process during 2015 called Building St Mary's provided the fundamental goals for the school in 2016. This year, in particular, St Mary's:

- reinforced the focus on student's learning through the commitment to Professional Learning Teams and Professional Learning Community structures by all staff. This included the continuation of full time flexible Learning Groups in Mathematics and English in Kinder – Year 10
- implementation of changes to the framework - Positive Behaviour for Learning. This provided a momentum for a continuation of the framework.
- develop best practice strategies for ICT in the teaching and learning process. Ipad and Google chrome books were purchased by the P&F to keep hardware contemporary.
- implement the Model of Christ Centred Learning by focusing on building a safe, secure and supportive environment. This was enacted through the implementation of Rock and Water, restorative justice practices and student mentoring.

Priority Key Improvements for 2017

- Review the focus and mission of the school in the light of 21st century learning and adapting to the needs of the Wellington community by developing a new mission statement.
- The school curriculum to reflect best practice with the Model of Christ Centred Learning focus to be Insight and Meaning. This will include: Implementing SMART goals to provide a strong focus for student learning.
- Secondary students will have a Learning Plus lesson each week.
- The Resilience / Mindfulness programs within the school will be supported by the Friends program in Primary.
- Provide students with an adapting and engaging environment through the gradual provision of contemporary class room furniture and ICT access for all students.

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

The school is fortunate to have a vibrant P&F and this provides ongoing feedback re issues within the school culture. In addition, an annual electronic survey was held with 56% of families providing responses to an electronic survey. This showed a high level of satisfaction with the structures and learning available at St Mary's. In particular:

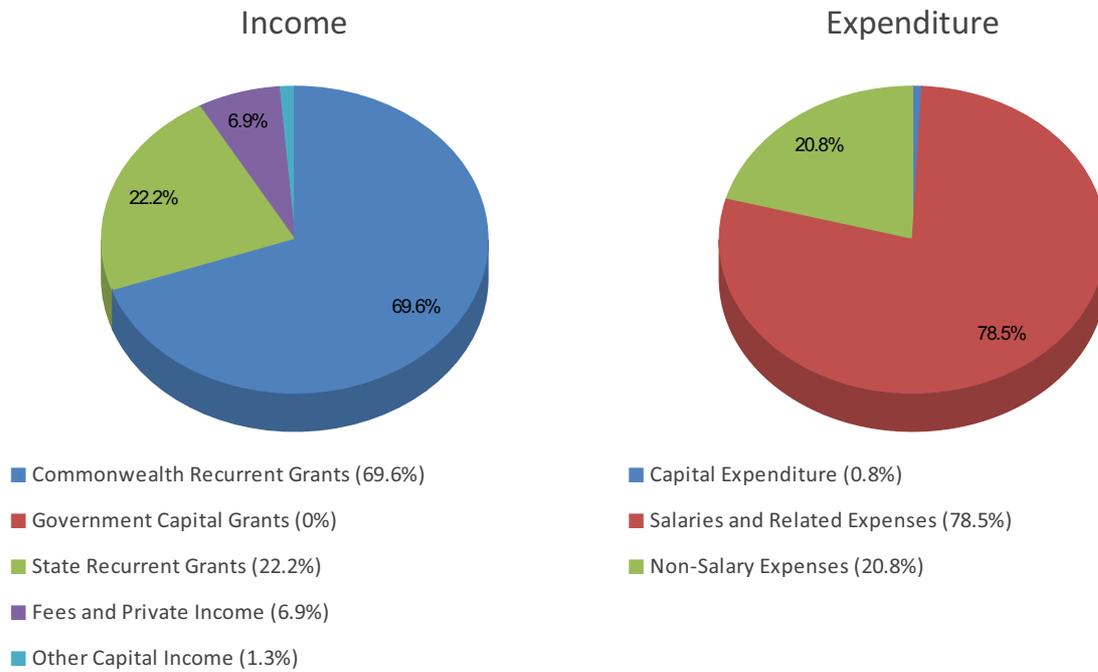
- The school community atmosphere, Discipline and Pastoral Care and being Catholic were the main reasons families choose to send their children to St Mary's.
- 95% of respondents felt that St Mary's provided a safe and supportive environment.
- 87% of respondents agreed that the classroom learning and teaching is personalised to meet individual needs of students.

Student Satisfaction

- Student feedback was obtained primarily through class representatives who act as a highly functional SRC which provide ongoing ideas and feedback to the school leadership team. In general, student leaders showed a higher level of satisfaction of the school. Of particular note was the desire to emphasise the Catholic nature of the school through more frequent class Masses.
- Student membership of the PBL committee and consultation with the SRC provided input into a significant development of the school's behaviour framework.

Teacher Satisfaction

Staff were surveyed via Survey Monkey and this provided data that showed a positive staff satisfaction in regard to the learning culture at the school. Staff were generally positive about structures supporting our Professional Learning Community and indicated a willingness to embrace CEO direction with the Model for Christ Centred Learning.



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.