

Sacred Heart Primary BOGGABRI
Annual School Report to the Community

2017



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Principal

Mr DallasHyatt

ABOUT THIS REPORT

Sacred Heart Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the School Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

Sacred Heart Primary is a school of growth and opportunity, where each and every student is supported to achieve excellence in academic, social, citizenship, sporting, technology and cultural areas, as well as individual personal growth and maturity.

Working as a Catholic Professional Learning Community, Sacred Heart has continued to make great strides in preparing our students for the 21st Century. We are implementing exciting practices with the implementation of innovative teaching programs as well as continuing with further updating of contemporary learning design in all learning spaces.

I feel privileged and honoured to be able to work with such a dedicated staff within such a supportive school community. Students are consistently at the core of all decision making, which is evident through the many experiences and opportunities accessible to them. Students consistently benefit from the extra-curricular activities and excursions coordinated by the school staff and supported by the dedicated PTF of Sacred Heart Primary. Everyone does make a difference at our school and I know 2018 will be even better.

Parent Body Message

The Parents, Teachers and Friends Association had a very active role in 2017 as we coordinated a number of fundraising activities around the Boggabri district. These included: the Annual Community Calendar, Uniform Fashion Parade, manning the BBQ and the Popcorn Store at the Spring and Christmas Fairs as well as running the school canteen and uniform/clothing pool. These fundraising activities have assisted Sacred Heart Primary with financial support with excursions, providing grants for students who participated at Polding Sporting Carnivals, excursions, grounds and maintenance, presentation night as well as supplementing the gymnastics program. The PTF made some upgrades to the canteen with the purchase of a new oven and also installing an air conditioner. Also the PTF applied for a grant through the Narrabri Shire Council for a rain water tank to be located at the back of the canteen in which we were successful in obtaining. This tank will assist with the gardens that the school's Mini Vinnies Group have established in the near future. On behalf of all members of the PTF, I would like to thank all of the staff for the dedication that they have in supporting our children.

Student Body Message

2017 has been a fantastic year for Sacred Heart. We continue to have updated equipment that helps us greatly with our learning. All of us have an active involvement in the life of the school.

We are getting better using more apps on the Google Suite that helps us with a range of topics.

Our classrooms have had a makeover and now they are places where we want to learn. Everyone fights over the couches and also the benches. All of us are encouraged to participate in a wide range of events. We have started a garden and now are selling our produce to the local public. We have hosted various events including Grandparents Day, Superhero Day and many others.

All members of our school gives us the opportunity to achieve our potential. Our parents spend a lot of their free time helping us with our oral reading, mathematics and also with school banking. The working bee was a great day as the parents completed a lot of jobs, while the kids spent time playing.

A big thank you goes out to all of the students as we have made lifelong friendships and good luck to our school captains next year.

SECTION TWO: SCHOOL FEATURES

Sacred Heart Primary is a Catholic systemic Co-educational School located in BOGGABRI.

Sacred Heart Primary is a Catholic systemic Co-educational School located in BOGGABRI. The town of Boggabri is located midway between Gunnedah and Narrabri on the Kamilaroi Highway and is situated on the banks of the Namoi River. It is a township of approximately 900 people and has two primary schools which serve the needs of the mixed farming and mining community. Our student population is drawn from Boggabri and surrounding districts within a 25km radius. Sacred Heart School, Boggabri, was founded by the Sisters of St Joseph in 1911. The Sisters of St Joseph were founded by Blessed Mary MacKillop, who died in 1909, so possibly the creation of a convent and school at Boggabri were amongst her last decisions. Until 1918, the Sisters conducted school in the church. Fr Daniel Keane was made Parish Priest of Gunnedah in 1918 and in that year he built a new school, which occupied the site of the present school building in Boggabri. In 1965 a new brick building was opened and blessed by Bishop E J Doody. The administration building was added in 1985 and blessed by Bishop H J Kennedy. The Sisters of St Joseph were in charge of the school until 1980 and continued to teach until 1984 with Sr Roseanne being the last Sister to teach at the school. The old weatherboard convent was replaced by the brick building in which Sr Maria used to reside before she retired in June last year.. Since then the school has been staffed entirely by lay people and continues to serve the educational needs of the area.

Sacred Heart has been able to facilitate a great degree of independence in learning with students progressing at their own rate. Older students help younger ones and the teachers are able to contact each student at their point of need. Younger students can see and hear older students working at a more advanced level. There is a sense of pride, personal possession and involvement at Sacred Heart which results in greater cooperation and fewer discipline issues. Sacred Heart offers learner centred and small group experiences with many opportunities for participation and expression. Sacred Heart is also well supported by a committed parent and community making it a great place for your child's education.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
20	17	3	37

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 89.14%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	88.00%
Year 1	93.00%
Year 2	87.00%
Year 3	88.00%
Year 4	91.00%
Year 5	94.00%
Year 6	83.00%

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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	3	8

* This number includes 1 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. 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 development days this year with areas of focus as follows:

Term 1	Working as a Professional Learning Community to review and extend school improvement
Term 2	Catholic Values and Principles
Term 3	Putting Faces on the Data-Lyn Sharratt
Term 4	Working as a Professional Learning Community to review and extend school improvement

Throughout 2017 all staff at Sacred Heart Primary had various opportunities to develop and further enhance their own professional learning. This included completing online modules with child protection, driver awareness and manual handling training. Other sessions included: participating in first aid and anaphylaxis training. Also various member of staff visited other schools for ideas with contemporary learning spaces and delivering of the curriculum, Google for Education, Leaders of Learning meetings (once a term), twilight retreats, Secretarial Inservice and also QELI Leadership Courses.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESAs:

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	5
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

Sacred Heart Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Sacred Heart Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy. The beginning of the year is marked with an Opening School Mass at which leaders and Student Representative Council Members are inducted. Thereafter the school celebrates Mass on a weekly basis. Sacramental programs for Reconciliation (3 students 2017), First Eucharist (5 students 2017) and Confirmation (2 students) were conducted as students become eligible. Feasts and Holy days are celebrated in consultation with the parish priest. This year the Feast of The Sacred Heart, the Feast of the Assumption, All Saints Day and Ash Wednesday were significant celebrations. Parents are invited to participate on all occasions. There are currently no students active in the ministry of Altar Serving. Again in 2017, the school celebrated in Catholic Schools Week with an open day to which parents were invited and participated in the classroom activities that were on. The school year concluded with an End of Year Mass. Most staff attended two twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer is held on a weekly basis and all staff share responsibility in turn for its preparation and delivery. School masses are organised by staff in a similar manner. Children participate in regular school and class prayer and also prepare public prayer for assemblies at relevant times such as at Easter. Parents are invited to participate in education afternoons when their child has sacramental preparation and all children in the school join in the retreat day activities with their classmates leading up to reception of the sacrament. The whole school community was involved in a number of fund raising activities including Project Compassion and Children's Mission. St Vincent de Paul was supported through the donation of food, clothing and toys for winter and Christmas appeals. This year the school's Mini Vinnies Group conducted fundraisers that assisted them to donate books to Ronald McDonald house. Sacred Heart School has a very close working relationship with Sacred Heart Parish. The Priest administers Sacred Heart through St Joseph's, Gunnedah. The principal attends Parish Pastoral Council meetings and assists in joint activities when required. The Parish Priest is on the School Advisory Council and the interests of both the parish and school are served by this structure allowing communication and planning to occur. We advertise parish events in our school newsletter, the Boggabri local paper and on notice boards and we regularly have information in the parish bulletin.

Students in Years 6 in Catholic schools in the Diocese of Armidale 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	40

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA 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 Schools Office Armidale.

Sacred Heart Primary School regularly reviews its current teaching practices regularly. Through the use of the fourteen parameters, all staff are embedding a contemporary approach to learning to ensure all curriculum requirements and perspectives have been catered for. Sacred Heart is supporting students who are at risk or needs extension through the use of a thorough system of tracking and testing across Kindergarten to Year Six that is reviewed weekly by all teaching staff. Students who are supported through Reading and Mathematics in class assistance by parents and withdrawal for for small group instruction by the educational assistant or teacher in the classroom. All students are placed in groups with English and Mathematics to provide more support and enrichment. Gifted students are offered support through the use of ICAS Assessments, being reviewers of various novels for the Scholastic Publishing Company and also having access to an extensive online mathematics program operated by the Armidale CSO.

Other extensive learning opportunities have included participation in such events as the National Aboriginal and Torres Strait Islander Week program, research projects for the CWA, local school excursions to enhance inquiry based learning projects and also the Brain Olympia Tournament , where our team came second in the small schools section in the diocese final. This year the school has continued on with the process of incorporating the Google suite of products which enhances the possibility of collaborative pedagogical approaches through the use of technology.

A comprehensive sporting program exists with three major carnivals through which children may reach diocesan, state and national representation. In cross country there were 9 regional representatives . In athletics there were 13 regional representatives and this year we sent a team of 9 students to the Diocesan Swimming Carnival held at Moree and our PP5 mixed relay team qualified for the Polding Trials at Homebush, where they came sixth. This was our ten year of Tennis for sport and the skill development of children was very evident. Also 2017 was the first time the students participated in a gymnastics program, in which they completed on a weekly basis at the Gunnedah Gymnastics Centre.

The cultural program this year included performing at the Gunnedah Eisteddfod, where the school again won the small schools choral speaking. Various students from Sacred Heart participated in individual sections at the eisteddfod in a range of categories including: bible

reading, impromptu speech and also poetry reciting. We also participated in the Gunnedah Show with a school display and writing competition entries, where the majority of our students received a number of awards.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	63.00%	51.60%	0.00%	10.00%
	Writing	63.00%	44.60%	0.00%	7.50%
	Spelling	75.00%	45.60%	0.00%	13.10%
	Grammar	58.00%	55.50%	0.00%	10.50%
	Numeracy	44.00%	39.80%	11.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	17.00%	37.00%	0.00%	14.60%
	Writing	17.00%	15.80%	0.00%	19.40%
	Spelling	33.00%	34.30%	0.00%	14.10%
	Grammar	17.00%	35.40%	0.00%	17.50%
	Numeracy	0.00%	27.90%	33.00%	14.60%

Student Welfare Policy

Student Welfare Policy The school's Pastoral Care Policy is based on the Bishop's Commission Policy 'Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese'. It is a plan for promoting the wellbeing and mental health of all members of the school community. Behaviour is maintained at a high level within the school, with all members working together for the benefit of all students. Students deserve to learn in a positive environment and teachers deserve to be able to teach effectively without behavioural disruptions. All are involved in building our school community by; having a sense of belonging, welcoming each other, being known and respected and recognising, appreciating and affirming the giftedness of each person. The class is the central focus for pastoral care enabling children to belong to a significant group. Effective teaching which employs a variety of strategies and integrates the academic, spiritual, social and physical aspects of the curriculum and caters for the needs and development of all students is integral to pastoral care.

The School's Pastoral Care Policy has been reviewed in 2017 in preparation for some modifications in 2018

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.

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Sacred Heart Primary School seeks to provide a safe and supportive environment which; minimises risk of harm and ensures students feel secure, supports the physical, social, academic, emotional and spiritual development of pupils and provides policies and programs that develop a sense of self-worth and foster personal development. Sacred Heart Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are characterised by procedural fairness and

are discussed with students on a regular basis.

No changes were made to the school discipline policy in 2017.

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

Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. 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 Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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 Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

The values of our school community are enshrined in school behaviour policies and enhance the strong school culture of providing a balanced curriculum in an environment which is safe, friendly and supportive of individual needs. The goals of the National Safe Schools Framework continue to be promoted through this statement and via school activities including visiting the residents of the local hospital and participation in social justice efforts such as Caritas and St Vincent de

Paul campaigns. Our student leaders act as great role models for younger students and accept responsibility for a number of tasks around the school, especially the organisation and running of the school weekly assemblies as well as being the presenters of our annual school presentation night. Other events such as Clean up Australia Day, ANZAC and Remembrance Day and the Christmas Tree display were opportunities for the students to participate in communal activities as respectful and responsible citizens. With the Mini Vinnies Group in 2017, they have donated books to Ronald McDonald House in Tamworth and have established a garden, where the produce will be used in the canteen and sold to the public in 2018.

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 and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2017

- All teaching staff are using online programming for all Key Learning Areas.
- Employment of a teacher for support and extension of students in writing and mathematics.
- The commencement of embedding 14 parameters (Lyn Sharratt) to improve school culture.
- 'Blue Passport' system was introduced to all K-6 that is designed for students to self assess where they are currently at with their writing in comparison with indicators from the writing clusters on the K-6 Literacy Continuum.
- Implementation of a three week learning cycle for mathematics.
- Developing a small school based alliance with the implementation of the Religious Education Program.
- Physical data wall was relocated in the Interview Room. Concentration of the data wall is PM Benchmarking and Writing Clusters
- More parents are celebrating Weekly Mass with students.
- Development of leadership capacity of all members in the Sacred Heart Learning Community.

Priority Key Improvements for 2018

- Reviewing and modifying the current School's Pastoral Care Policy that will encompass all members of the Sacred Heart Learning Community.
- Implementing a whole school resilience program.
- Embedding STEAM in the curriculum.
- Embed Words Their Way as a whole school agreed practice for improving spelling and writing.
- Continue embedding all 14 parameters (Lyn Sharratt) to further increase student engagement and positive impact on school culture.
- Embedding all Catholic Principles and Values in all key learning areas.
- Develop and implement an action plan that embodies the Armidale Catholic Schools Office Faith Formation Framework that caters for all staff members.

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

Sacred Heart undertook a new survey tool that was undertaken in August 2017. Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Parents who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 69%. From the executive summary, the average score for all summaries were between 2.1 and 2.9. Sacred Heart Primary School would like to sincerely thank parents for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included: the dedication of the staff, the relaxing family atmosphere and the school make a conscious and determined effort to make available to and involve the students to a wide variety of events.

Areas of suggested improvement included: further renovations to the canteen and having a secure gate and fence around the school.

Student Satisfaction

Sacred Heart undertook a new survey tool that was undertaken in August 2017. Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows: Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Students who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question.

The survey response rate was 100%. From the executive summary, the average score for all summaries were between 1.8 and 2.6. Sacred Heart Primary School would like to sincerely thank students for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included: the diverse learning opportunities, the caring nature that all

school members have and the dedication of the teachers.

Areas of suggested improvement included: a wider variety of books in the library and more equipment to use during lunchtime

Teacher Satisfaction

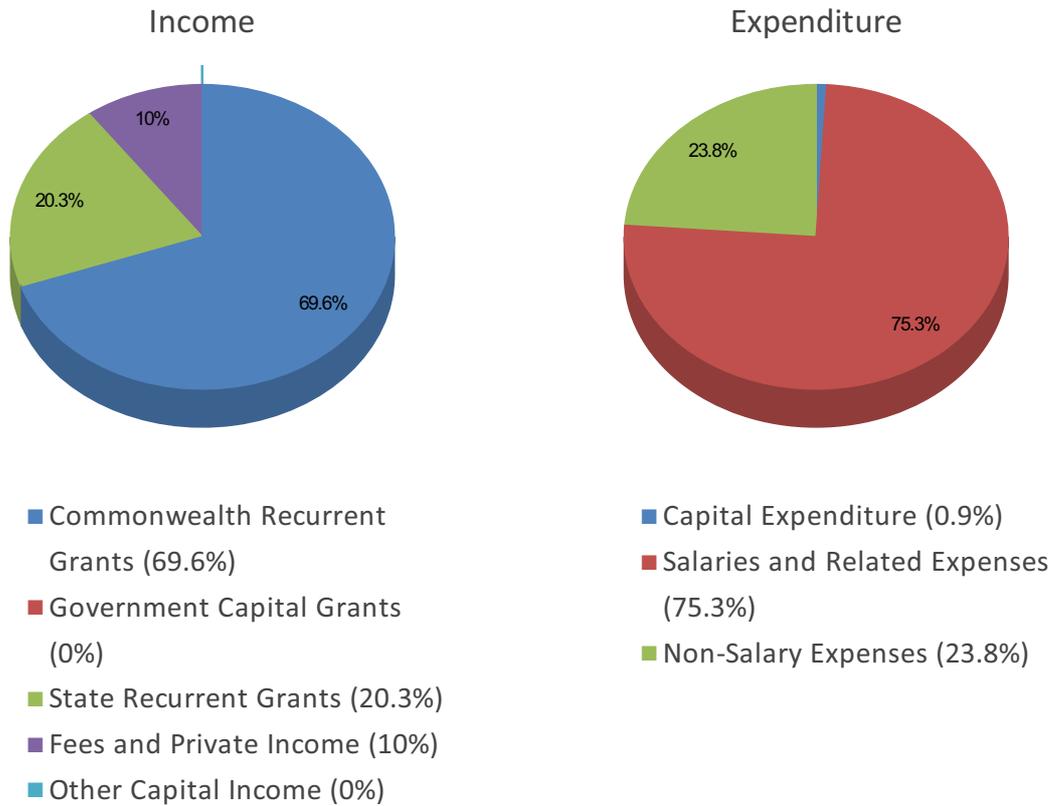
Sacred Heart undertook a new survey tool that was undertaken in August 2017. Staff were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows: Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Staff who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question.

The survey response rate was 56%. From the executive summary, the average score for all summaries were between 1.9 and 3.0. Sacred Heart Primary School would like to sincerely thank students for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included: it is a happy and friendly place to work where high expectations are set for students and the strong leadership of the school.

Areas of suggested improvement included: the general appearance of the school and also utilising the teacher's strengths further.

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$545,796
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$159,478
Fees and Private Income ⁴	\$78,511
Other Capital Income ⁵	\$315
Total Income	\$784,100

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$6,730
Salaries and Related Expenses ⁷	\$566,680
Non-Salary Expenses ⁸	\$179,116
Total Expenditure	\$752,526

Notes

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.