

St Joseph's Primary GLEN INNES
Annual School Report to the Community

2017



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Principal

Ms Maria Mowle

ABOUT THIS REPORT

St Joseph's 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

The regular celebration of Liturgy, transmission of knowledge and experience of the Catholic faith is central to St Joseph's. As a Catholic Professional Learning Community engaging in the Diocesan Collaborative Inquiry, St Joseph's educates students to engage in the world as successful lifelong learners, meeting the demands of a changing world with the skills of Communication, Collaboration, Creativity and Critical Thinking. Our explicit teaching and data driven, evidence based results orientation, drives teacher practice and the continuous improvement of the student's results.

The students' needs and learning are central. Learners engage in experiences which achieve the students' individual learning goals, enabling them to meet their success criteria. Professional collaboration enables teachers to design quality experiences for students. The staff commitment, expertise and pastoral care ensure that students thrive in a safe and stable learning environment. The response to intervention supports all students in their learning. Staff and parents work in collaboration with commitment to, and passion for, the students' needs. This partnership is a significant dimension of the school.

Parent Body Message

Our academic results have again been outstanding with students performing well above the State average for NAPLAN. We've had students achieve Distinctions and High Distinctions in the ICAS tests. A number of our students participated in individual and team sports at Diocesan and Polding level. Our choir has sung at special school and parish Masses, fetes and festivals. The parents were very proud of the students who met Governor Hurley at the opening of the Glen Innes Show, and later performed for him as a choir at the Services Club Reception hosted by him. The School Choir also performed beautifully when singing to celebrate the past Parish Priest's Jubilee celebration. The St Joseph's parent body has been very active volunteering within the school. The school always gratefully acknowledges the contribution which parents make to the life of the school. The P&F have had another successful year, the highlight being the Christmas Fair. The School Advisory Council held elections and continued its valuable advice to and support of the school.

Student Body Message

This year our school participated in several exciting events which included the school captains being presented to Governor Hurley and the choir sang at his reception. The choir also sang at fares, fetes, festivals and The Parish Priest's 60th Jubilee Masses. We also participated in

sporting events like the Backyard Blitz, Touch Football and the summer trials. Our student leaders were also involved in community events such as the Anzac Day Service and March and Vietnam Veterans Day. We attended a number of productions during the year like Musica Viva and Get to Know Asia. Our school has organised many fundraisers such as the Vinnies Christmas appeal, Mufti days for Caritas Australia and many more. Year 6 students and kindergarten participated in a pilgrimage to St Mary and St Joseph's Cathedral in Armidale for the Catholic Schools Week Mass. Visitors to our school, including author Zachary Jane for book week, were welcomed by our student leaders. Students also participated in Brain Olympia, Rock Wrangle and the Book Week Parade. The 2017 student leaders have worked hard and well together as a team and have really enjoyed the experience

SECTION TWO: SCHOOL FEATURES

St Joseph's Primary is a Catholic systemic Co-educational School located in GLEN INNES.

The school takes its mandate from the Diocesan Mission Statement, to Proclaim, to Witness and to Serve. As part of the Parish Community, it shares its task of imparting Catholic traditions while respecting and appreciating the traditions of other Christians. The parents' role as prime educators of their children means the school looks to them, along with the parish priest, staff and students to form a Catholic Christian community. Valuing each person's uniqueness, we support each other in providing knowledge, skills and attitudes which contribute to the total development of the student. In our relationships we respect and affirm one another and live according to Gospel values. Truth, compassion and forgiveness characterise our mission to bring about a more just society. 'This is what God asks of you. . . to act justly, to love tenderly and to walk humbly with your God.' *Micah 6:8*

Founded by the Sisters of St Joseph of the Sacred Heart to provide Catholic co-education, the Sisters maintained their presence in the school from 1884 to 1995. A lay principal was then appointed. From 2006-2010 a Sister of St Joseph was again Principal. In 2011 a lay Principal was appointed to the school. The traditions and ideals established by the Sisters of St Joseph have significant influence in the school. The school opened on 21st January, 1884, a wooden building erected next to the Church, with an enrolment of 30 students, and continues to thrive with an enrolment of 211 students. Initially catering for day pupils, boarding facilities were soon provided. The boarding section closed in 1978. A two-storey block was completed in 1926. Succeeding years saw a number of extensions to its buildings. St Joseph's College, a separate secondary school, was opened in 1969, and extended until 1997. In 1988, the college and school amalgamated to form a school from Kindergarten to Year Ten. At the end of 2001, the secondary department closed. The school is now a thriving primary school. The buildings were refurbished in 2011 to provide the school with a new library and hall. In 2014 a substantial walkway cover was built, uniting the infants and primary sites. St Joseph's strongly focuses on the achievement of personal best and learning for all. iPads, interactive TVs, and Chromebooks (1:2 ratio) and STEAM resources are available.

Situated at the junction of the Gwydir and New England Highways, it is located within spacious grounds. Glen Innes is part of the New England Tablelands and site of the Australian Standing Stones. The main industries are agriculture, wind farms, sapphires and tourism. The population of the Council area was c.8500. Most students live within the Glen Innes municipality with the remaining students travelling to school by bus from outlying areas.

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
120	95	2	215

* 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 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.00%
Year 1	91.00%
Year 2	91.00%
Year 3	91.00%
Year 4	91.00%
Year 5	92.00%
Year 6	92.00%

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
14	9	23

* This number includes 12 full-time teachers and 2 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 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	Day 1 - Pedagogical Development and Compliance Requirements.
Term 2	Day 2 Collaborative Inquiry Initiative. Day 3: Catholic Values and Principles - Fidelity of Relationships.
Term 3	Day 4: Collaborative Inquiry Initiative - Professional Learning Teams.
Term 4	Day 5: First Aid Certificate. Day 6 Spirituality Retreat Day

The school appointed a Leader of Pedagogy and participated in the Collaborative Inquiry Initiative. Staff in PLT's engaged in learning based on the 14 Parameters of Dr Sharratt and Prof. Fullan. Our focus for the year was on Shared Beliefs and Understandings, Early and Ongoing intervention, Response to Intervention, Assessment and Case Management Approach. This professional learning to facilitate the continued implementation of authentic PLC will continue in 2018 with an emphasis on daily sustained literacy instruction. Professional learning occurred in CCPV and will continue in 2018.

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
1	Those having formal qualifications from a recognised higher education institution or equivalent.	14
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

St Joseph's 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.

St. Joseph's School is closely linked to St. Patrick's Parish Glen Innes. The Principal and Religious Education Co-ordinator work closely with the Parish Priest. Staff organised First Reconciliation, First Communion and Confirmation and helped coordinate parent meetings for the preparation of these Sacraments. Confirmation candidates attended a retreat. School students serve at the altar for school and weekend Masses. The school joined the Parish to celebrate Ash Wednesday, Feast of St Mary of the Cross MacKillop, and the Family Christmas Eve Mass. The school formed a choir to help the parish celebrate the Parish Priest's 60th Anniversary of Ordination.

The liturgical life of the school is based on the celebrations of the Liturgical Year and significant Feast days. Opportunities are provided at Whole School and Primary Stage Masses for the students and parents to celebrate the Eucharist with the Parish community. Infants classes prepared and attended a stage prayer service each term. Whole school Masses were celebrated for the start of the school year, Ash Wednesday, Feast of St Joseph, Mother's Day, Father's Day, Feast of St Mary of the Cross (MacKillop), the Assumption, National Aboriginal and Torres Strait Islander (NATSI) week, Remembrance Day, and the end of the school year. Grandparents Day was held on the Feast of Ss Joachim and Anne. The Sacrament of Reconciliation was available for primary students at least once a term. Each class prayed every morning, prior to meal times and at the conclusion of the day. Students participated in whole school prayer service for the opening of school and ANZAC Day. Years 5 and 6 students attended retreat days prepared and lead by staff members. There were four Parish Sacramental Programs during the year. The reception of First Reconciliation was moved to Year 2. Year 3 students made their First Reconciliation and First Communion while students from Year 6 received the Sacrament of Confirmation.

School meetings (P& F, School Advisory Council, Staff and Class) and assemblies started with a prayer. Staff Prayer was held each Friday morning led by different staff members. Five staff members attended the Armidale Diocesan retreat days. All staff participated in a PD/Faith Formation Day on the core principle of the 'Fidelity of Relationships', and a retreat on 'the Nativity story in the Gospels. A number of staff members also attended twilight prayer reflections.

Social Justice is integral to the Religious Education Curriculum. Individual teaching units address Social Justice issues. The school community, through the Student Representative Council and Mini Vinnies, raised funds for CARITAS, Catholic Missions and the local St Vincent de Paul Society. Students sang at the Celtic Festival and at the Anglican Fete.

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	29.5

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.

Staff at St Joseph's School continued their commitment to improving student faith and learning outcomes for students in 2017. Catholic Core Principles and Values continued to be permeated throughout a number of KLA's. The implementation of the Collaborative Inquiry Initiative saw staff develop shared beliefs and understandings about student achievement, recognising that every student can learn and every teacher can teach to high standards given the right time and right support. Student data was collected, tracked and discussed through regular meetings. Data was used to inform teacher practice and enhance student achievement. A whole staff focus on data collection and analysis has allowed to teachers to set learning goals for students and for their own professional development.

MiniLit and QuickSmart continued to be offered to selected students in 2017. Students were further supported in their learning through the dedication of our paraprofessionals. Best Start assessments for Kindergarten students, conducted in the first week of 2017, provided accurate entry data on the literacy and numeracy skills of these students. Students from K-2 were plotted on the Literacy and Numeracy Continua for Diocesan tracking, and students from K-6 were tracked at school level using the continuum and PM Benchmarking in the areas of Reading and Comprehension. Students in Years 3-6 undertook PAT Maths and Comprehension assessments in Terms 1 and 4, providing valid data for yearly growth analysis.

PLT meetings, held fortnightly, were used to share and analyse data, set learning goals, plan interventions, develop quality learning and teaching programs, create common assessments with consistent learning intentions and success criteria, and access professional learning. Teachers provided and received feedback on their practice and on student learning through regular learning walks and talks. All teachers developed Professional Learning Plans, self identifying areas of strength, and areas in which they required further professional learning.

Staff continued to offer 21st Century learning opportunities through the acquisition and use of a range of technologies including virtual reality devices, robotics and coding resources and STEAM experiences.

The students had success in a variety of sports, with many students representing at Diocese and

Polding levels. Students performed at and participated in a range of community events and celebrations, including the Celtic Festival, the Glen Innes Show, the Anglican Church Fete, the School Christmas Fair and the special celebrations for Fr Carey's Jubilee. Students had visits from authors, musicians, school bands, UNE Discovery Voyager, Life Education and Science in the Bush.

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	55.00%	51.60%	0.00%	10.00%
	Writing	44.00%	44.60%	0.00%	7.50%
	Spelling	45.00%	45.60%	5.00%	13.10%
	Grammar	66.00%	55.50%	5.00%	10.50%
	Numeracy	19.00%	39.80%	8.00%	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	50.00%	37.00%	11.00%	14.60%
	Writing	14.00%	15.80%	4.00%	19.40%
	Spelling	36.00%	34.30%	8.00%	14.10%
	Grammar	32.00%	35.40%	14.00%	17.50%
	Numeracy	32.00%	27.90%	0.00%	14.60%

Student Welfare Policy

No changes were made to the Student Welfare Policy this year.

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

Discipline Policy

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

No changes were made to the Discipline Policy this year.

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 student leaders, consisting of the School Captains, House Captains and Student Representative Council, were excellent role models for younger students and accepted responsibility for a number of tasks around the school, and represented the school in the community. The school contributed to the Glen Innes community through participation in the local show, ANZAC and Vietnam Day ceremonies, as well as the Celtic Festival, World Day of Prayer, and the Red Cross Christmas Tree Display.

The Restorative Justice approach was also utilised by teachers in their approach to behaviour management issues and was monitored through BART – Behaviour Analysis Reporting Tool.

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

The school focused on improving student faith and learning outcomes through the lens of the Collaborative Inquiry Initiative. Staff continued to work in PLT and in collaborative learning spaces in order to continue improvement in student achievement. Staff engaged deeply with evidence of learning through putting faces on the data in the areas of reading and comprehension. The introduction of the LOP role assisted in the instructional leadership of the school. The LOP engaged in peer observation, learning walks and talks, instructional coaching and collaborative teaching. Teachers developed PLP's through self-identification of personal goals for learning using the Australian Professional Standards for Teachers and the National School Improvement Tool. Learning outcomes were further enhanced by technologies for both staff and students. A special project teacher collected and analysed appropriate data and completed research to develop a Pastoral Care and Wellbeing plan for implementation in 2018. The school continued professional learning in faith formation, through accessing sessions on fidelity in relationships, permeating the CCPV through a range of KLAs and engaging with RE data.

Priority Key Improvements for 2018

As a CPLC, using the Collaborative Inquiry Initiative and the 14 parameters involved in putting faces on the data the school will improve faith formation and learning for all students.

Professional learning will continue in developing learning intentions and success criteria using the Gradual Release of Responsibility Model for improved student results. Using the Diocesan Annual Improvement Plan 2018, and implementing the National School Improvement Tool domain 7 *Differentiated Teaching and Learning* the school has the following priorities:

1. Development of processes and strategies to ensure that improved pedagogy is developed with staff to build their capacity particularly in the area of the Emmaus Process and CCPV;
2. to use collaborative strategies of case management, learning walks/talks, and instructional coaching;
3. Provide Professional Learning to teachers on the new syllabi;
4. to develop student capacity to use of technology and STEAM for learning.
- 5: To trial a wellbeing program school wide in 2018.

The school continues professional learning in Catholic Values and Principles staff to further their commitment to and participation in the evangelising mission of the school.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2017 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering aspects of school life. Parents were invited to complete surveys on their satisfaction regarding the school, the education of their child(ren) and their engagement in the learning process. Also, parents were surveyed about whether they consider the school a safe place to be, the school's communication and reporting processes, celebrations, use of technology and opportunities for parental involvement. Parents agree that staff take an interest in their child(ren) with any concerns responded to quickly; Catholic religion is identified as a school priority and staff, students and parents are actively involved in the religious life of the school with a strong relationship between parish and the school. The school encourages volunteers to work with students and teachers, volunteers are made feel welcome and valued. The parent body agreed that the school is kept clean and is well maintained. Parents indicated that they agreed or agreed strongly with the areas listed above. The School Advisory Council and Parents & Friends also provided valuable feedback to the school.

Student Satisfaction

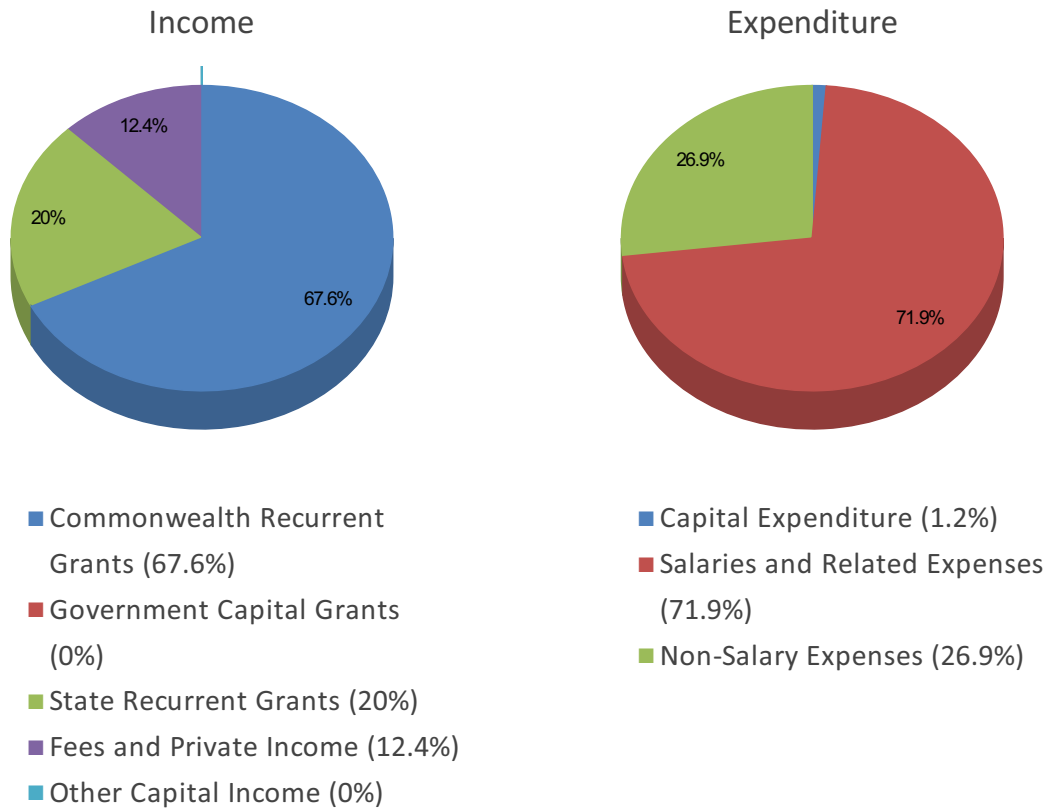
During 2017 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering aspects of school life. Students were invited to complete surveys on their satisfaction regarding the school. The students indicated that they liked being at the school, felt safe and felt accepted by other students. The students believed that their teachers cared about them, encouraged them to do their best. School leaders are viewed by the students as being approachable, and students are encouraged to be good community members. Students found lessons interesting and believed teachers tell them what they are learning and why. Activities are interesting and students have feedback and targets set to improve their learning. Students believe that religious education is taught well at the school and the school helps them to be more involved with prayer. They see that their successes and achievements are celebrated. As a whole students would recommend this school to others.

Teacher Satisfaction

A school satisfaction survey was conducted to determine the level of satisfaction felt by teaching staff. Reflected by this survey was feedback stating the staff feel a lot of satisfaction working in the school. They would recommend the school to others and are happy with the school's facilities and provision of resources. School leaders know staff members as a 'person' and

support their wellbeing, they encourage professional learning and improvement in practice. Opportunity is provided to share skills and knowledge with others whilst also providing access to professional learning leading to improvement in teaching practice. Technology is provided to enhance student's learning. Student achievements are recognised and celebrated. High priority is given to our religious identity and core Catholic Principles and Values are explicitly taught in this school. Staff agree there is a strong partnership between the parish and school.

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	\$2,282,670
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$674,286
Fees and Private Income ⁴	\$417,616
Other Capital Income ⁵	\$1,246
Total Income	\$3,375,818

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$38,075
Salaries and Related Expenses ⁷	\$2,316,188
Non-Salary Expenses ⁸	\$868,030
Total Expenditure	\$3,222,293

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.