

St Nicholas' Primary TAMWORTH
Annual School Report to the Community

2017



School Contact Details

PO Box 394, TAMWORTH 2340

principal@stnicholastamworth.catholic.edu.au

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

02 6766 1462

Principal

Mr Stefan van Aanholt

ABOUT THIS REPORT

St Nicholas' 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

American Robert Frost's reflective poem 'The Road Not Taken', tells of a traveller coming to a point in the road where it divides into two and he is forced to make a decision as to which road to take. The decision will determine future choices that will profoundly impact on his life. He is understandably daunted, pensive and scared.

Much like Frost's traveller St Nicholas' journey has required us to make decisions and we too have felt trepidation and anxiety. Do we choose the road that education has for so long traversed? Where schools were designed to produce the workforce required by 19th century factories. Where the desired product was workers who would sit still and silently at their desk all day, behave identically and produce identical products. Critical thinking, creativity and collaboration were what the factory owners dreaded most.

Or do we choose a different road? A path where critical thinking, collaboration, empathy, enterprise and teamwork are valued. Where children's natural exuberance, energy, movement, playfulness, vitality and curiosity are nurtured. A road that prepares our students for their future not our past and where Jesus Christ is at the heart of all we do.

Parent Body Message

On behalf of the School Advisory Council, I would like to thank the staff at St Nicholas for your exemplary work throughout 2017. It was with great interest that we received the results of the PAT testing presented by Assistant Principal John Clery at our November meeting. This was a wonderful result for all years compared to the state average. After a year of so much change, with building works etc, the learning results of the students are very impressive.

We are immensely proud of the staff at St Nics and the work you do. Whilst academic results are important, we realise that this is only a part of what a good educational outcome should be. Judging by the happiness, respectfulness and enthusiasm of the students, it is clear that they are well rounded members of our community.

Thank you for your hard work and care. Our school, children and community are better for your efforts.

Chairperson School Advisory Council.

Student Body Message

The 2017 school year was exciting and proud time for us as captains of the school. We had the privilege to lead St Nicholas on ANZAC Day, School Assemblies, Memorial Services and greet guests to the school. We and the other leaders attended the Halogen Foundation Leadership Day in Sydney. At this day we had the opportunity to meet people who inspire us and act as role models for leaders.

As captains we learned how to speak well in public, engage in conversation with others, that leadership is in everyone and that it is important to show younger students how to behave and act.

We would like to thank the teachers for all their support and motivation. This year we were part of an amazing Year 6 group and our final message is to follow the 6 Ups. Show Up, Speak Up, Look Up, Lift others Up, Team Up and Never Give Up.

SECTION TWO: SCHOOL FEATURES

St Nicholas' Primary is a Catholic systemic Co-educational School located in TAMWORTH.

In August this year the school completed Stage 2 stage of the building project that has dramatically enhanced the school's infrastructure, aesthetics and pedagogical practice. Over the 2 stages the school has seen the establishment of 15 flexible learning spaces, 4 seminar rooms, a new library, new toilet facilities, upgrades to the school's sporting and play areas as well as the beautification of the school grounds.

This project has seen the school move into a 21st Century educational environment with the latest computer technologies and collaborative teaching practice and pedagogy. We strive to develop a Catholic Professional Learning Community that focuses on learning for all in the school community, collaboration between all stakeholders, a culture of continuous improvement and results orientation within the framework of our Catholic faith. The school invests heavily in the professional development of teachers and staff so as to ensure that we keep abreast of the latest teaching practices and ideas.

To assist with the educational delivery the school has a number of support staff including two Leaders of Pedagogy, Educational Assistants, Itinerant Vision Impaired Teacher, Minilit paraprofessionals, Teacher Librarian, ICT Assistant and Student Support Teacher.

Students in Year 3 through to Year 6 have access to their own chrome book and the younger students have ipads to enhance their use of technology in the learning process. The school also focuses on Science, Technology, Engineering, Arts and Mathematics (STEAM) as the students learn to code and work with robots.

Students have the opportunity to participate in a vast range of extra curricula activities including a number of summer and winter sports, debating, public speaking, choir, guitar, piano, chess, and Tournament of the Minds to mention a few..

The school encourages parental participation in the life of the school and the educational journey of their children. Parents are provided with numerous opportunities to be part of the life of the school including: volunteering in our Friar's Tuckshop, supporting learning in the classroom, guest speakers, fundraising events, assisting with sporting teams, School and Parish Masses, cooking breakfasts and many more.

Effective communication with parents is established through a weekly electronic newsletter, email, an interactive website that includes Pinterest and Youtube, regular parent meetings and Yearly and Half Yearly Reports. In 2018 the school will also communicate with parents through Annual School Report to the Community 2017

Facebook.

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
236	265	20	501

* 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 92.14%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.00%
Year 1	92.00%
Year 2	92.00%
Year 3	92.00%
Year 4	92.00%
Year 5	94.00%
Year 6	91.00%

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
28	14	42

* This number includes 24 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	3%
--	----

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	Effective Teaching Practices In Flexible Learning Environments.
Term 2	Catholic Core Principles and Values.
Term 3	Andrew Fuller Resilience Workshop.
Term 4	Strategic Directions For 2018 School Year.

St Nicholas as a Professional Learning Community values teacher professional development as a priority. Professional learning takes many forms including; staff development meetings, staff development days, visits to others schools and dioceses, conferences, a range of professional learning programmes provided by the Catholic Schools Office and individual programmes based on teachers' Professional Learning Plans.

The flexible learning spaces ensures that each day teachers learn from each other by watching, talking and collaborating in their Professional Learning Teams.

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.	27
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	1

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Nicholas' 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 school has continued to incorporate the Catholic Principles and Values statements mandated by Bishop Michael Kennedy into the programs for All Key Learning Areas. Staff also attended a professional development day on the principle of Fidelity in Relationships.

Our Parish Priest Father Jose (Joe) Adriano visited the school on a weekly basis. Father Joe administered Reconciliation to Years Three to Six once a term and regularly spent time in all classrooms engaging with the students.

With the support of Father Joe there were two whole school Masses celebrated each term. The school also celebrated four Feast days and special events. These included the Opening School Mass, Ash Wednesday Mass and the Feast of Saint Joachim and Anne for Grandparent's Day. All parents, families and friends were invited to attend these Masses and parents, students and staff participated in a variety of ministry roles including Eucharistic Ministry. Each term there were also opportunities for families to attend Family Mass on the first Sunday of the month at St Nicholas Parish. Staff also attended the First Friday Mass each month at St Nicholas Parish to again foster the importance of praying and gathering as one community. Seven students participated in altar server training and are now regular altar servers at weekend and school masses.

Throughout the year the Sacramental Programs of First Holy Communion and Confirmation were offered and delivered to students in Year Three and Year Six. Parents and other family members participated through meetings and home programs The Sacrament of Confirmation was supported with a retreat that was attended by St Nicholas Parishioners, Bishop Michael Kennedy, teachers and the candidates.

Daily prayer continued for staff, students and parents throughout the year with school leaders leading the school community in prayer at assemblies and special events. Weekly memo meetings, staff meetings, monthly Board meetings, and Parents, Teachers and Friends meetings also began with prayer. Another part of the prayer life of the school was the opportunity offered to pray the Rosary during the month of October. Prayer was also included in each edition of the school's newsletter.

It is with sadness that we say goodbye to Fr Joe this year as he moves to another parish and we look forward to working with Fr Chris next year as we continue to work for God's Kingdom.

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	33.4

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.

During 2017 the focus on quality teaching and learning continued to be centered on a 'new' pedagogical framework, based on the research of John Hattie and others, which was introduced in 2014. We call it the LIFT (Learning Is Forever Together) Program. The 3 key acronyms which form the core of the program are WALT (We Are Learning To), WILL (What It Looks Like) and WILT (What I Learnt Today). This is aligned to the work of Canadian educator Lynn Sharrat who has been engaged by the Armidale Catholic Schools Office to support school improvement. The school's philosophy is that all learning must be visible to assist students with their learning. The students must see clearly what they need to produce. An educational mantra at the school is that everyone strives for, '2 more marks'.

Teachers worked collaboratively throughout the year to assess, plan and reflect on the teaching and learning. The school's new flexible learning spaces has encouraged the teachers to work in teams to collaborate and learn from each other.

The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, ACER PAT Testing, the Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University and older students were placed in the MultiLit Program and Reading Comprehension Program.

The school has advanced the use of technology in the classroom with all students having access to interactive technology including ipads and SMARTBOARDS as well as electronic books and laptop computers. All infants classes are fitted with Redcat sound systems to amplify and clarify language in the classroom. The school has also moved to engage students more fully with the introduction of chromebooks and the Google suite of educational apps for primary students. The school also embraces Science, Technology, Engineering, Arts and Mathematics (STEAM) where students develop coding skills and work with robotics.

A range of curricula and extra curricula activities was available for students to discover and develop their individual talents. These included:

- Various Excursions both locally and intrastate
- Tournament of the Minds
- Debating and Public Speaking
- Sporting pathways to state and national level.
- School House competitions
- Dance and lip sync contests
- Opportunities for students to have tuition in guitar, ukelele and piano
- Various lunch clubs such as lego, chess, ipad and dance
- Individual Plans for students experiencing difficulty
- Eisteddfod performances

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	54.00%	51.60%	5.00%	10.00%
	Writing	62.00%	44.60%	2.00%	7.50%
	Spelling	58.00%	45.60%	1.00%	13.10%
	Grammar	73.00%	55.50%	5.00%	10.50%
	Numeracy	37.00%	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	51.00%	37.00%	5.00%	14.60%
	Writing	20.00%	15.80%	5.00%	19.40%
	Spelling	43.00%	34.30%	5.00%	14.10%
	Grammar	36.00%	35.40%	12.00%	17.50%
	Numeracy	34.00%	27.90%	0.00%	14.60%

Student Welfare Policy

St Nicholas 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, spiritual and emotional development of children
- has in place student welfare policies and programmes that develop a sense of self worth and foster personal development.

Students and staff have access to counselling by Centacare on request.

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.

No changes were made to this 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.

St Nicholas 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. These policies are based on procedural fairness and are discussed with students on a regular basis. The school's Discipline Policy is contained within the school's Pastoral Care Policy.

The school's Manners Matter Program is a pro-active way to support students in understanding right choices and behaviour. The school also acknowledges students who have displayed positive, supportive and caring behaviour.

No changes were made to this 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 *Bullying Prevention and Intervention 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

At St Nicholas School we regard good manners as showing respect for other people but it also shows how we have respect for our own good standards and behaviour. Manners are a habit and so become part of the makeup of the school. They are a thread intentionally woven throughout the fabric of St Nicholas School.

Our 'Manners Matter' initiative ensures that students are encouraged and reminded on a regular basis to display behaviour that is polite and courteous.

... standing up to let an adult or elderly person sit down.

... looking a person in the eye when you shake hands.

... saying 'excuse me' when you walk in front of someone.

... addressing people by name.

... saying "please" and "thank you".

... being patient and selfless - letting someone go in front of you or picking up something

for another person.

... holding a door open for another person and saying thank you to another person when they hold a door open for you.

These are just a few of 'life's little lessons', but they are taught and modelled each day by teachers and students.

An extensive student leadership program is in place at the school which seeks to support students develop their skills and sense of responsibility.

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 used the National Improvement Tool to guide its Annual Improvement Plan.

In 2017 the 3 areas selected were: Faith Formation, Analysis and Discussion of Data and An Expert Teaching Team.

Priority Key Improvements for 2017 included:

- The incorporation of Catholic Principles and Values into all KLA Programs which was successfully implemented.
- Ongoing development of the Diocesan Learning Enhancement Strategy including MiniLit was embraced and new initiatives implemented.
- Data walls were enhanced and expanded across each grade. These walls inform teaching and also individual student academic growth targets.
- A very significant area of improvement in 2017 was the completion of the school's major building works with the completion of Stage 2 which included a new library and flexible learning spaces for our Year 5 and Year 6 students. This saw all the students at the school working in flexible and collaborative spaces that require new and creative teaching practices. The school focused heavily this year on ensuring our teachers and support staff were best equipped to utilise these spaces for enhanced educational outcomes where the emphasis is on student engagement and academic growth.

Priority Key Improvements for 2018

The school's Annual Improvement Plan for 2018 focuses on three key areas: Faith Formations, Differentiating the Learning for each student (National School Improvement Tool Number 7) and Well Being for staff and students.

Faith Formation:

- Deepen Catholic Identity and Culture
- Up skill the staff in their capacity to teach Religious Education.

- The Implementation of the Armidale Diocese Faith Formation Framework.

Differentiated Teaching and Learning

- Each student to demonstrate growth in their learning and identify areas for improvement. The growth target for each student in Years 2 to Year 6 is based on Australian Council of Education Research (ACER) PAT Tests, which has been set at the national average plus 25% for each student. In Year Kindergarten to Year 2 PM Reading growth of 8 for each student.

Well Being of Staff and Students.

- To create a culture where the well being of staff and students is a priority.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

This year, as they have done for the past few years, the Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Nicholas School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

244 parents (48%) completed the survey. In all areas of the survey parents rated the school in the 2-3 point scale range which was very pleasing. Parents were also given the option to express any concerns.

Both the data and parent comments are important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

Student Satisfaction

This year, as they have done for the past few years, the Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Nicholas School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

201 students (100%) completed the survey. In all areas of the survey students rated the school in the 2-3 point scale range which was very pleasing. Students were also given the option to express any concerns or ideas. Apart from lemonade in the bubblers and a swimming pool the student responses reflected a very mature approach to the survey.

Both the data and student comments are important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

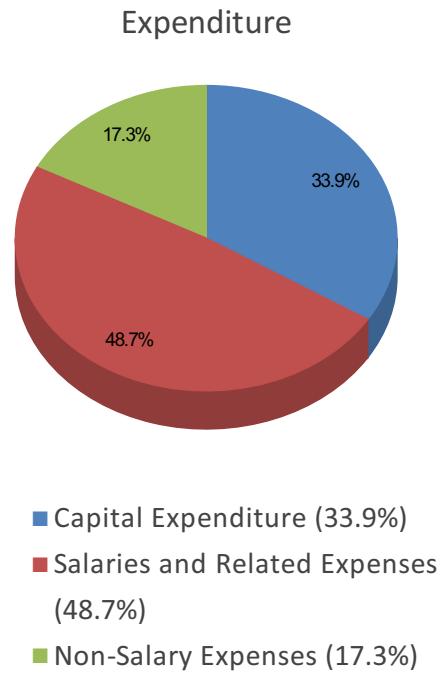
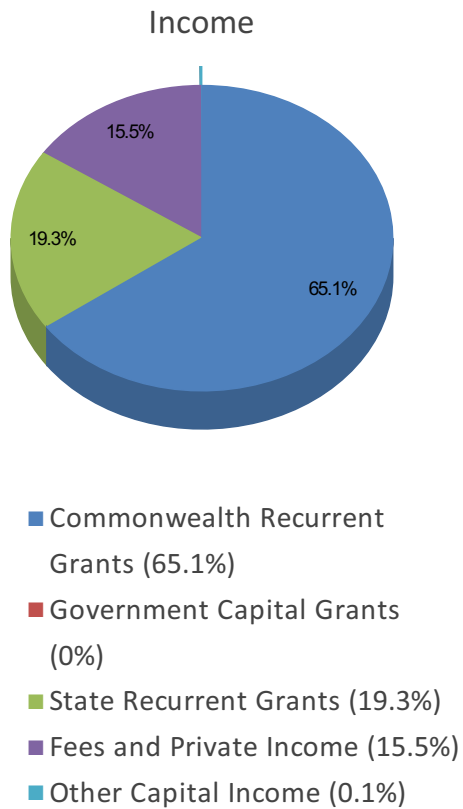
Teacher Satisfaction

This year, as they have done for the past few years, the Catholic Schools Office commissioned a Brisbane based company, Survey My School to conduct parent, staff and student surveys of the St Nicholas School community. Areas surveyed included: School Leadership, School Resources and Facilities, Catholic Ethos and Identity, Teaching/Learning and School Improvement Processes. The results are based on a 3 point scale: 2-3 An excellent outcome, 1-2 A fair to good score, 0-1 A poor result and significant issues need to be addressed.

24 teachers (84%) completed the survey. In all areas of the survey teachers rated the school in the 2-3 point scale range which was very pleasing. Teachers were also given the option to express their opinion on a wide range of topics.

Both the data and parent comments are important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

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	\$4,311,133
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,276,101
Fees and Private Income ⁴	\$1,024,273
Other Capital Income ⁵	\$9,100
Total Income	\$6,620,607

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$3,013,516
Salaries and Related Expenses ⁷	\$4,328,243
Non-Salary Expenses ⁸	\$1,537,988
Total Expenditure	\$8,879,747

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.