

# 2019 Annual School Report to the Community

## St Josephs Primary School Gilgandra

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Principal Mr Anthony Musgrave





## Principal's Message

The St Joseph's School vision statement proclaims 'For The Glory Of God We Give Of Our Best'. Therefore at our school we endeavour to 'Give Glory To God' by loving one another, being caring, merciful, respectful, truthful, empathetic, compassionate, just, forgiving, looking after one another, treating others as we want to be treated and much, much more. When we say "We Give Of Our Best" it doesn't mean we have to be first or better than anyone else, it means we try to be the best we can. In all that we do and all that we say, whether it be at school, home or in the community we be the best we can. Accordingly, parents, family, friends and staff have a huge responsibility to teach the children through our own words and actions what it means to 'Give Glory To God' and to 'Give Of Our Best' and we need to do this in partnership. Finally, in the spirit of this year's concert, 'A Million Dreams', I think we should reflect on these words from Mother Teresa, *"You will teach them to fly, but they will not fly your flight. You will teach them to dream, but they will not dream your dream. Nevertheless, in every flight, in every dream, the print of the way you taught them will remain"*.

## Parish Priest's Message

I am always happy to have the opportunity to be at St Joey's - either in the classroom or the playground. St Joseph's provides a safe and loving environment for students and the children and staff are always most welcoming.

Mr Musgrave leads a good team of professionals who are engaged in ongoing professional development. Staff are keen to assist each other and share their knowledge to enhance the teaching and learning of the whole school.

The school is blessed to be next to the church and participates with the parish community regularly. Our REC, Mrs Banks, supports all the staff in developing the Catholicity of the school. Every child experiences the presence of God through their classroom prayer, liturgies and masses during the year.

Anyone who visits our school will immediately sense the happy environment. St Joseph's really does model what a Catholic school should be: a place where excellent learning is matched by sincere pastoral care. Well done for another year.

Greg Kennedy PP

## Parent Body Message

Appreciation is again due to those who have tirelessly volunteered to be involved where-ever and whenever asked, or not asked, to assist with the fundraising for the benefit of our children. Thank you, it is appreciated by us all.

The 'usual suspects' had a new inclusion with Karen Harris becoming the Joey's Fete coordinator. Thanks for stepping in and doing a great job!! To the other 'suspects', The St Joseph's Debutante Ball Committee – Marilyn King, Melissa Welsh, Helen Naef and Mandy Musgrave, the Mothers and Fathers Day stalls organisers, Rachel Lacey and Jessica Howard and the Year book compiled by Lara Zell, thank you all for your awesome efforts again.

Each year these events allow us, as parents, to help the school to renew, improve and maintain the high standard of education our children receive at Joey's.

Thank you to the current committee for your commitment, ideas and support this year. Thank you to Tony and all the staff for your dedication and commitment to guiding our children through the rigors of learning and encouraging them to "Give Of Their Best" during 2019.

Peter Gaff

President

## Student Body Message

The following quotes were taken from the 2019 Year 6 Student Profiles under the headings of 'Proudest Memory of St Joseph's School' or 'Favourite Memory of St Joseph's School'.

- \* The Sydney and Canberra Excursions
- \* Giving my Policy Speech
- \* St Joseph's Day
- \* Being elected a School Councillor
- \* Becoming a School Leader
- \* The Talent Quest
- \* Meeting my Kinder buddy
- \* Representing St Joseph's in sport and the academic opportunities

\* Watching my Kinder buddies grow up

## SECTION TWO: SCHOOL FEATURES

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St Josephs Primary School is a Catholic systemic Co-Educational School located in Gilgandra.

All Year 6 students are considered leaders of the school and each receive a badge and duty statement at the beginning of the year. The school is very proud of all the Year 6 students and how they lead by example. The students of St Joseph's have a good reputation for being polite and friendly.

Staff members at St Joseph's are continually looking at ways of improving the teaching of all Key Learning Areas to ensure a rewarding education for all students. Every child is a unique individual and the school endeavours to ensure each child is given the opportunity to develop in all aspects of life with Christ as the guiding light.

Major excursions are arranged for various classes including the Years 5/6 Sydney and Canberra/Snowy excursion, Year 4 Wellington Caves/Burrendong Dam, Year 3 Taronga Western Plains Zoo and various smaller infants excursions. These excursions are not only an integral part of the syllabus but they provide additional stimuli for writing and speaking. Students attend a school performance tour once a term and all students from Year 1 to Year 6 participate in verse speaking choirs in the annual City of Dubbo Eisteddfod.

The school is most fortunate to have a very supportive and hard working parent organisation in the St Joseph's Parents and Friends Association. The P and F Association raise a considerable amount of money each year for the school through its annual Debutante Ball, Fete and Mother's and Father's Day Stalls.

FOR THE GLORY OF GOD WE GIVE OF OUR BEST

## Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 113   | 96   | 5      | 209            |

\* Language Background Other than English

## Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: [www.bth.catholic.edu.au](http://www.bth.catholic.edu.au).

## Student Attendance Rates

The average student attendance rate for 2019 was 93.14%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |
|--------------------------------|--------|
| Kindergarten                   | 92.60% |
| Year 1                         | 92.70% |
| Year 2                         | 92.80% |
| Year 3                         | 93.30% |
| Year 4                         | 92.50% |
| Year 5                         | 94.50% |
| Year 6                         | 93.60% |

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 11                    | 9                        | 20             |

\* This number includes 7 full-time teachers and 4 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 5% |
|--|----|

### 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 Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

|               |  |
|---------------|--|
| <b>Term 1</b> | Mathematics Essential Assessment, NAPLAN Analysis    |
| <b>Term 2</b> | Staff Retreat  |
| <b>Term 3</b> | CPR/First Aide Skills                                |
| <b>Term 4</b> | Proficient Teacher Accreditation, ClickView Training |

Additional Professional Learning in 2019 included: Program Improvement, PLC, QuickSmart, Seven Steps Writing, Child Protection, High Impact Instructional Leadership, SMART Goals, Support Teachers Meeting, ICT Meeting, Lenten Program, NCCD Meeting, PAT Maths, Phonics Inservice,

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

| Teacher Standards |                                       | Percentage of Teachers |
|-------------------|---------------------------------------|------------------------|
| 1                 | Graduate Teachers                     | 13%                    |
| 2                 | Proficient Teachers                   | 87%                    |
| 3                 | Highly Accomplished and Lead Teachers | 0%                     |

## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

### *Vision Statement*

'For the Glory of God We Give Of Our Best'

### *Mission Statement*

St Joseph's School offers a caring and loving environment in which Christ is the centre of all we do. We strive to educate the whole child in an atmosphere that values excellence in all areas of endeavour in a climate of love and acceptance.

A wonderful initiative at our school is the Buddy System. At the beginning of each year, a Year 6 student is assigned a Kindergarten buddy. The responsibility of the Year 6 student is to assist their Kinder buddy to settle into 'big school'. They have morning tea and lunch together, go to the tuck shop, help them to the toilet and bubblers and just show them how things 'work' at St Joey's. It is fantastic for both the Kinder and Year 6 student. During first term the Year 6 students interview their buddy about various likes and even some dislikes. Then at a Welcome Liturgy we all hear about the newest members of the Joey's family and we officially welcome our Kinder class. The Year 6 student also makes a special badge for their buddy as a memento of this day.

The Junior Josephites is a voluntary organisation that is offered to Years 5 and 6 students at St Joseph's School. The aim of the organisation is to follow the example of Mary MacKillop – St Mary of the Cross, in word and deed. The Junior Joey's meet monthly at school and organise ways to become involved in our local community. One way in 2019 was by visiting the residents of the Cooee Lodge Retirement Village on a regular basis. Therefore every Wednesday at lunch time a group of Junior Josephites visited Cooee Lodge to read, play games or perform some music.

### *STAFF SPIRITUALITY*

At St Joseph's the aim is to create an atmosphere in which the Word of God is lived by the staff in a caring and loving environment, where respect for each other is shown in all aspects of school life. Staff pray as a group once a week before staff meetings on a Wednesday after school. Teachers take turns at being responsible for preparing a prayer and reflection. Staff participate in the Lenten program as a group. Each teacher takes turns in leading the discussion. Staff attend a weekly Mass on Tuesday at 9:00 a.m. with the local community. This Mass is optional for the students. Teachers are encouraged to visit the Church before attending classes. The staff celebrate a special Liturgy and participate in an Act of Dedication at the beginning of the year. Literature such as *Inform, Gospel* and *Life Reflection* are subscribed to by the school and are available for teachers to read. All staff are given the opportunity to plan and be involved in whole school Liturgical experiences. In consultation with the Parish Priest, staff are encouraged to accept a range of Liturgical ministries.



## SECTION SIX: CURRICULUM

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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 Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the 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, Geography, History, Creative Arts, and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Diocese Of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The support teacher at St Joseph's supports the teachers in the additional needs education and gifted and talented areas. This involves assisting in the identification of additional needs children through teacher conferencing and/or testing, sourcing appropriate programs for identified additional needs, and gifted and talented children, and the monitoring of these children and programs to ensure achievement. It also involves setting a timetable for the school assistants to work with these targeted children. The support teacher has regular conferences with classroom teachers and school assistants to discuss those children on current programs and those children with whom they may have concerns. Meetings with the principal are also held on a regular basis, whereby the principal is kept informed of all that is happening in the Support area. The support teacher contacts, refers and liaises with visiting professionals, ie, psychologist, speech pathologist, occupational therapist, Diocesan Special Education Consultants etc and provides feedback to the relevant teachers. As whole school testing is completed in March and November, results of the tests are evaluated by the support teacher and in consultation with the classroom teacher and principal, recommendations are made.

The Knowledge Explosion continued in 2019. The children were surveyed as to what special activity they would like to learn more about and the top interests were included in the Knowledge Explosion. Members of the community who had an expertise or interest in a particular field were invited to assist. These experts were accompanied by a teacher from our school. The subjects in 2019 included Woodwork, Cooking, Drama, Photography, Robotics, Welding, Art, Sewing, Bracelet Making, Music Mixing and Mandarin (language) . The Knowledge Explosion ran over two weeks, on Friday, 8 November and Friday, 15 November.

## 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 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>3           | Grammar and Punctuation | 72.40%                           | 56.70%    | 0.00%                               | 10.80%    |
|                     | Reading                 | 66.70%                           | 52.80%    | 0.00%                               | 10.70%    |
|                     | Writing                 | 89.70%                           | 50.90%    | 0.00%                               | 6.20%     |
|                     | Spelling                | 65.50%                           | 47.90%    | 0.00%                               | 13.20%    |
|                     | Numeracy                | 51.90%                           | 39.60%    | 7.40%                               | 12.10%    |

| NAPLAN RESULTS 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 52.00%                           | 34.20%    | 4.00%                               | 17.00%    |
|                     | Reading                 | 44.00%                           | 37.10%    | 8.00%                               | 12.40%    |
|                     | Writing                 | 32.00%                           | 16.90%    | 4.00%                               | 19.10%    |
|                     | Spelling                | 28.00%                           | 33.90%    | 0.00%                               | 13.70%    |
|                     | Numeracy                | 44.00%                           | 29.00%    | 8.00%                               | 14.00%    |

### Student Welfare Policy

#### *Student Welfare Policy*

Christian courtesy, at all times, is the foundation of a healthy school spirit. Children need to be allowed to grow as valued members of a school community and provided with the opportunity to 'Give Of Their Best'.

At St Joseph's the Pastoral Care and Discipline Policy clearly states that the school is concerned with the welfare of every child and it is the duty of the school to treat each student with a sense of justice, understanding and love. This policy deals with the rights and responsibilities of students and staff. The school also has an Anti-Bullying Policy.

There were no changes made to the Student Welfare and Discipline Policy during the year.

Catholic Education Diocese of Bathurst ensures each school has a Student Welfare or Pastoral Care Policy. This policy guides the school community in establishing a safe and supportive environment in which all students thrive to reach their potential. Student welfare and student learning are intrinsically linked and fostered by the collaborative endeavours of staff and parents and community.

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

Each school in Catholic Education Diocese of Bathurst has a Discipline Policy. This policy is developed to encourage and foster positive relationships and behaviours among members of the school community. The policy details the processes the school undertakes to foster behavioural change in individuals who require assistance with specific behavioural areas. This policy may also include the rights and responsibilities of members of the school community.

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.

Parents are the first and foremost educators of their children, whilst the school assists them. It is the duty of parents to train their children to be well-behaved and courteous, whilst the school assists. True, sound discipline will achieve remarkable effects in the attitudes and achievements of children.

When misconduct occurs, the teacher should be concerned to discover the causes, which sometimes are open to correction by an understanding and sympathetic teacher. Sometimes the cause lies within the home and requires appropriate counselling or closer home and school relationship.

This policy deals with acceptable procedures of correction, unacceptable forms of punishment, monitoring and recording unacceptable behaviour on the playground and positive reinforcement.

There were no changes made to the Student Welfare and Discipline Policy during the year.

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

### Anti-Bullying Policy

The Diocese of Bathurst has a Discrimination, Harassment and Bullying Policy which guides the school's Anti-Bullying Policy. The policy 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 in the school community. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has a Complaints Guideline which is implemented by our schools. This document recognises that from time to time, misunderstandings and differences of opinion occur, and 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. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### Initiatives Promoting Respect and Responsibility

It is clearly stated in the School Policy and Staff Handbook that all at St Joseph's School have rights and responsibilities and all have the right and responsibility to be treated with respect and to respect others. This is achieved through the day-to-day interactions of the school community. Special activities that are used to promote respect and responsibility include:

- Year 6 Leadership Program.
- Year 6/Kinder Buddy Program.
- Clean Up Australia Day.
- Kinder students visit to Cooee Lodge and the elderly at Easter and Christmas.

- Participation in ANZAC Day and Remembrance Day services.
- Grandparents' Day
- Raising funds for Catholic Missions, Foster Child and Project Compassion.
- NAIDOC Week activities.
- Junior Joey's.

## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

### Key Improvements Achieved in 2019

#### *Catholic Life and Religious Education*

- Staff Retreat.
- Staff participated in Lenten program.
- Encouraged use of Understanding Faith Website

#### *Learning and Teaching*

- Used Essential Assessment data, teachers programmed appropriate Maths activities.
- Participated in Professional Learning - Seven Steps Writing/Catholic Education Diocese of Bathurst Writing Workshops.
- Introduced and Implemented Digital Technologies activities as per new Science & Technology Curriculum
- Investigated ClickView Resource.

#### *Leadership for School Improvement*

- Reviewed and updated PDHPE Implementation Document
- Developed Science and Technology Implementation Document
- Undertook CPR/First Aide Training
- Developed an Annual School Plan
- Reflected on and created SMART Goals

#### *Strategic Resourcing*

- Included the use of Chromebooks and iPads as well as other new technologies in our teaching.
- Designed and developed a new learning centre.
- Continued school maintenance.
- Developed WHS Policies as per Diocesan Guidelines.

### Priority Key Improvements for 2020

#### *Catholic Life and Religious Education*

- Develop the practice of praying the Angelus.
- Continue the Junior Joeys mission and investigate other outreach opportunities.
- Organise Staff and Year 6 Retreats.

#### *Learning and Teaching*

- Review and streamline Writing Scope and Sequence including Seven Steps and Implementation Document.
- Participate in walk-throughs/team teaching and identify Essential Learnings.
- Analyse Essential Assessment and PAT Maths data to improve teaching and learning (PLC).
- Continue with Comprehension Groups and investigate 'Springboards into Comprehension' resource (PLC).
- Investigate formation of Reading Groups using decodable books.

#### *Leadership for School Improvement*

- Work in collaboration with Aboriginal families to develop wider relationships and enhance the learning of Aboriginal students through Personal Learning Plans.
- Implement PDHPE Implementation Document.
- Professional Learning - Seven Steps Writing.
- SMART Goals

#### *Strategic Resourcing*

\* Investigate how to use technology more effectively in the classroom (including STEM and Google Classroom

\* Investigate contemporary furniture.

\* Continue school maintenance

## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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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 2019 parents were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

97% of those surveyed were satisfied with these four elements of the school.

### Student Satisfaction

The following quotes were taken from the 2019 End of Year Student Profiles:

My most memorable moments include performing in the concerts and the fete.

One of my proudest memories is greeting guests at Grandparents Day.

My most memorable moment is doing science experiments with my friends at Questacon, while my proudest memories include performing the synchronised swimming routine at St Joseph's Day and visiting Cooee Lodge with the Junior Joeys.

I believe Joeys is a fantastic school with many opportunities for all students. I am a proud Joey. I have enjoyed my years at St Joeys and believe the teachers and the excursions are the highlights of the school and I particularly loved the concerts.

I have experienced many achievements over the years which have included starting the vegetable garden and being a finalist in the Diocesan Christmas Art Competition.

One of my most memorable moments was making my Confirmation and I thoroughly enjoyed participating in events such as the Knowledge Explosion.

One of my proudest moments was representing the school at Moorambilla. I believe Joeys is a great school because of all the kind and loving people as well as the activities the teachers organise.

### Teacher Satisfaction

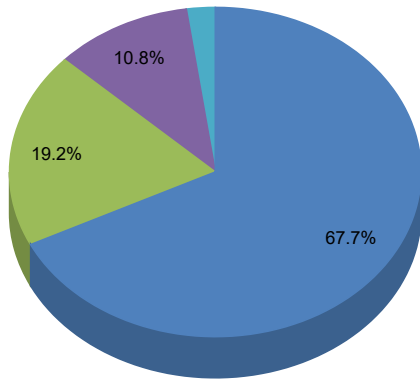
During 2019 school staff members were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

100% of those surveyed were satisfied with these four elements of the school.

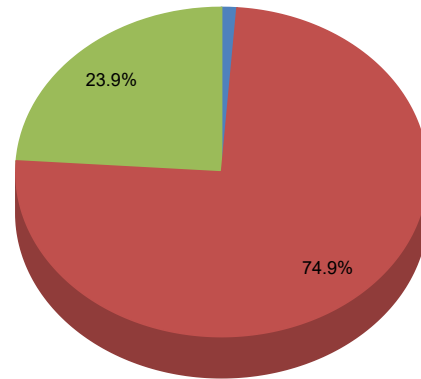
## SECTION ELEVEN: FINANCIAL STATEMENT

### Income



- Commonwealth Recurrent Grants (67.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (10.8%)
- Other Capital Income (2.3%)

### Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (74.9%)
- Non-Salary Expenses (23.9%)

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

#### Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.