

2018 Annual School Report to the Community

St. Philomenas Primary School Bathurst

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Principal Mrs Louise Davies



Principal's Message

It has been another successful year at St Philomena's, a school committed to providing high quality Catholic education in a loving family environment.

2018 has seen the implementation of a school wide Student Engagement Project in which all staff have worked together to implement whole school strategies and routines designed to enhance student engagement and learning outcomes. The project has also involved teachers working in collaboration to implement a practical differentiation model, as well as implementing formative assessment strategies within lessons. We have been consciously aware of engaging the parent community in the project. We have worked to educate parents about the way in which we are implementing these strategies and the reasons why. We were thrilled to be named the winners of the 2018 Roger O'Sullivan Award for the work we have done in engaging the wider community in this project.

Our students have also engaged in a variety of extracurricular activities and we have been proud to offer a wide range of opportunities outside the classroom.

I thank the wonderful staff and students for all of their work this year, and the parent community for their continued support.

Parish Priest's Message

One of the great traditions of the Cathedral Parish is the commencement of the school year with a Mass for all those involved in the Catholic Schools. It serves as a focusing of the task ahead - that all the many elements that constitute our educational endeavours are underpinned by the person of Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit. We reaffirm that reality for each school community at our opening school Masses. These Masses and other liturgies, celebrated during the year, make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love.

This nurturing of the spiritual dimension of students' lives is also woven into the daily life of our school. The values of kindness, fairness, compassion, and justice are witnessed to in many ways by all members of the school community. The ongoing struggle for all of us is to be consistent in our living out of these values. Sometimes we fail, and then that other crucial Christian value of forgiveness has to be brought into play. While we can learn a lot about God the challenge is always to apply that learning in our everyday lives and interactions with others.

Parent Body Message

The Parents and Friends Association (P and F) is an essential part of our School. We meet on the second Tuesday of the month. The P and F provides an opportunity for parents and caregivers to participate in both fundraising and community building activities for the benefit of the school and our children.

Parents and carers of our children and friends in the wider community are welcomed to come and share in a positive Christian ethos by being involved in the P and F. This not only helps promote our children's Catholic education, build community spirit but also social and spiritual growth.

We are fortunate at St Philomena's to have so many willing and passionate parents and friends who constantly encourage and support the education and faith development of our children.

Geoffrey Press – 2018 – P and F President

Student Body Message

Our school has celebrated many Masses and Liturgies in our school gym or hall. We have also celebrated many Feast Days and Church seasons. We also have prayer focuses in every classroom. We have recently unveiled our Mercy Wall tiles that tell the story of the life of Catherine McCauley and of the history of our school, St. Philomena's. These tiles were sponsored by local businesses.

We have been sponsoring a child in Kenya for the last 2 years and we also raise money for Project Compassion, Christmas appeals and Winter appeals.

This year we've worked in our renovated classrooms with a new room set-up and new furniture which gives us flexibility in where to sit - we can even stand if we would like.

Learning has been our main focus and we are all working together with our teachers to improve in lots of areas. We have many opportunities for student leadership not only as School Captains but also Sport Houses with many upper primary students accepting roles in WHS, Mini Vinnies, WHS, Library Monitors and IT support.

We have a great staff and we the students have all enjoyed our learning this year, and look forward to another great year of learning next year.

SECTION TWO: SCHOOL FEATURES

St. Philomenas Primary School is a Catholic systemic Co-Educational School located in Bathurst.

St Philomena's is the only single-stream K – 6 Catholic School in Bathurst. Established in 1901 by the Sisters of Mercy, to serve the needs of the Catholic community of “Milltown” as South Bathurst was originally known. The first school was located on the corner of Seymour and Rocket Streets, Bathurst. In 1983 the school moved to its present position on Lloyds Road. Following in the tradition of the Sisters of Mercy, the school offers high-quality Catholic education with our love and faith in Jesus inspired through the charism of Catherine McAuley.

Our enrolments remain steady, and parent involvement in classrooms, their presence at award assemblies and consistent engagement in their children's learning is strongly encouraged across the school as evident in our attainment of the Roger O'Sullivan Award this year. The parent body provides vital resources for the school through annual fundraising activities such as the school fete, car parking on Bathurst Race Weekend and the chocolate drive to name a few. Children are actively involved in inter-school sporting competitions, AFL, Rugby, Netball, Hockey and Soccer days where they are encouraged to meet in friendship and experience a higher level of competition collegially with other schools in our Diocese and beyond.

Our school community comprising of a dedicated staff and parent body who come together for all activities to implement and ultimately run successful and enjoyable days where children's achievements and sportsmanship are acknowledged and supported. St. Philomena's regularly participate in the Bathurst inter-school debating, chess competitions, and Mighty Minds Muster. We support the CWA Public Speaking and Country of Study, and we participate annually in the Bathurst Eisteddfod in support of our local community. Our senior students bi-annually attend a Sport and Recreation camp to encourage leadership and life skills and our younger cohort in years 2 - 4 attend an excursion to Sydney.

Children at St. Philomena's experience a range of organised educational excursions and incursions which assist in the teaching of key learning areas of the NSW curriculum. At St. Philomena's we want every student here to belong. The dedicated and supportive teaching staff endeavour to cater for a wide range of abilities and learning styles. Consistent professional development is an integral part of the teaching and learning process. The students have many opportunities to participate in local community events and extracurricular activities. Our school is well resourced and equipped, and our children and staff are happily working in our new remodelled classrooms and learning areas. St. Philomena's is a Catholic Primary School where every child is known, safe, inspired and challenged to learn.

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 2018:

Girls	Boys	LBOTE*	Total Students
83	94	3	177

* 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.

Student Attendance Rates

The average student attendance rate for 2018 was 94.56%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.77%
Year 1	95.67%
Year 2	93.91%
Year 3	94.90%
Year 4	94.58%
Year 5	95.76%
Year 6	93.31%

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 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	9	21

* This number includes 7 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by 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:

Term 1	Aboriginal Cultural Competence Course.
Term 2	Student Engagement
Term 3	Formative Assessment and Differentiation
Term 4	Managing Challenging Behaviours

Staff participated in the following Professional Learning in line with their goals for the year, to further develop and embed work on Student Engagement, Formative Assessment and Differentiation across the school Kindergarten to Year Six. Staff continued to develop knowledge and implementation of Technological skills. Leadership coaching and health and well being professional learning remain a priority with the implementation of the Bounce Back program, which works so well with the Second Steps program that we have implemented in our Early Stage One and Stage One classes.

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	0%
2	Proficient Teachers	100%
3	Highly Accomplished and Lead Teachers	0%

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

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

This year we have focussed on improving the profile of the Sisters of Mercy in our school. Our school was founded by the Mercy Nuns and we wanted the heritage and history to be shared with families and students to ensure the values of the Mercy tradition were carried on. A display wall was established in the foyer of the school and the Sisters of Mercy were invited to a special Mass in September, followed by open classrooms and morning tea. We were thrilled to share this special display with past Principals and teachers in the school. It will remain a focus in the school over the coming years.

We prepared our students for each of the Sacraments: Penance, Eucharist and Confirmation. St. Philomena's hosted a Confirmation reflection day for the four Catholic Primary Schools in Bathurst. We prepared the Confirmation parent evening and taught the State school students for the Sacrament of Confirmation. A pre and post reflection day was lead by the Stannies and MacKillop students for our Year 6 students. This peer ministry was well received by the students and made for a positive memory in their preparation for Confirmation. Year 5 were involved in a Leadership day with Secondary students in the lead up to leadership speeches and voting for leadership positions.

Our students have participated in school Masses with Fr Joshy Kaithakulangara, our school chaplain, and have attended Anointing Masses in the parish and provided help with morning tea after the Masses, a link with our more senior parish members.

Major religious feasts are marked with a school Liturgy run by various classes. Each day we say the Angelus at 12 noon. Meditation is a valued form of prayer in the school, with many classes taking time each time to practise mindfulness and meditation. The Rosary was said by all students when we took part in National Rosary Day in October.

Our students visited the local nursing homes of Sheridan and Macquarie Care. Flowers were picked with permission from the council gardens at the end of Spring and made into posies for the elderly. Our students were able to present these to the residents at Sheridan nursing home. A concert was performed for the residents of Macquarie Care prior to Christmas.

A wonderful effort was made by the Mini Vinnies group to fundraise for Project Compassion. A pancake stall was held on Shrove Tuesday and all money was donated to Caritas. The children also had a movie afternoon where they brought a pillow or blanket that was later donated to the St Vincent de Paul Winter Appeal. The Bathurst Christmas Miracle appeal was well supported with many families donating gifts for Christmas to this appeal. St Philomena's is a kind and caring school, committed to improving children's faith by living out Gospel values.

Students in Years 6 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	25.08

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 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.

This year we celebrated two years of dedication and hard work in Mathematics. The new Scope and Sequence implemented throughout the school enabled a whole school focus on each strand and allowed for quality and professional dialogue, not only between stage partners but between all year levels within the school. The use of proficiency scales gave teachers the important information needed to deliver a differentiated model of worksheets and assessments, vital in ensuring that all students progress. Professional Learning Teams held regular meetings with a focus on Mathematics. The inclusion of 'focus questions' enabled teachers to use their time effectively and address all aspects of the differentiation model. Whole school mapping of data results seems to be a natural progression in this journey, enabling us to focus further on the learning of our students and how we can best cater to their needs.

Teachers participated in professional learning sessions on student engagement, facilitated by our Assistant Principal. These workshops, based on the research of Dylan Williams, encompassed a range of techniques that assist in heightening student engagement. Teachers were able to reflect on the learning culture and behaviour management within our classrooms and think about how these things impact effective instruction, discuss and reflect on how we use questioning in the classroom and reflect on how we have been using formative assessment strategies in the classroom.

Staff participated throughout the year, in a Cultural Competence course designed to provide knowledge about the history of Aboriginal and Torres Strait Islander peoples in Australia, their cultures, and the effects of colonisation and government policies and practices. The course addressed knowledge and understanding of Aboriginal and Torres Strait Islander cultures and developed skills toward becoming culturally competent at both a personal and professional level. It was an extremely beneficial learning opportunity for staff as they implemented an Aboriginal perspective into all subject areas across the curriculum.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	57.10%	53.70%	3.60%	11.30%
	Reading	60.70%	53.10%	0.00%	8.70%
	Writing	71.40%	42.00%	3.60%	10.00%
	Spelling	67.90%	46.60%	0.00%	12.50%
	Numeracy	46.40%	39.40%	7.10%	11.50%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	38.50%	35.90%	15.40%	14.30%
	Reading	57.70%	38.50%	3.80%	12.80%
	Writing	7.70%	13.80%	7.70%	23.40%
	Spelling	57.70%	34.60%	0.00%	13.50%
	Numeracy	61.50%	27.70%	3.80%	14.10%

Student Welfare Policy

No changes were made to our Guidelines this year. At St. Philomena's, Pastoral Care:

- Is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27)
- Embraces more than the giving of well prepared, thought-provoking and stimulating lessons. It means being concerned for the total wellbeing of students, and with the development of the whole person.
- Is the total care and welfare of students, staff and all others in the school community.
- Is embraced by all staff who are entrusted to look after and care for all members of the school community.
- Embraces the whole gamut of the curriculum and grounds the school's Vision and Mission statement in the quality of daily relationships.
- Recognises the family as the true context of the education process and acknowledges their right to participation.
- Involves a genuine interest in one another, celebrating together, includes rituals such as welcome and farewell.
- Recognises that quality relationships are fundamental to effective learning.

At St. Philomena's, each day as a community we continue our school motto to *'live justly, lovingly and faithfully in Christ.'*

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

Discipline Policy

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

Discipline Policy

Our Behaviour Management Guidelines aim to facilitate the development and experience of self-discipline among students and is concerned with the total well-being of each child.

Our Guidelines determine acceptable behaviour and are related to the principles and values of the Gospel and are used in conjunction with our Pastoral Care Guidelines and Anti-Bullying Guidelines.

We believe that:

Respect for the individual, both teacher and student, is at the centre of effective student behaviour management;

Behaviour management must preserve the dignity of all;

The fundamental 'right to learn' must be considered in student behaviour;

Staff consistency with follow-up ensures improved student behaviour;

Children need to be aware of the effect of their behaviour on others ;

The school should have a positive focus on the management of student behaviour.

Three fundamental rights are of high importance at our school:

The right to feel safe

The right to be treated with dignity and respect and

The right to learn.

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

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. 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

The Vision and Mission of our school embraces all facets of the Curriculum and is sustained by values that reverence life. This year our children chose to focus on the Catholic values of Compassion, Courage and Honesty which have been the guiding influence behind everything we have done this year.

This year we looked at ways of making our school more welcoming, especially to new families and those who have recently come to Australia to live. We have a beautiful parent engagement area that enables our parents to have group meetings and as the opportunities arise, visiting speakers or sessions with our school counsellor on the many areas that support children and their learning.

Many of the classes continue meditation sessions in their classrooms, with staff noticing the engagement of students and the quality of work completed a benefit from the mindfulness sessions that settle children before implementing new learning.

We continue to support the students in developing skills needed for positive self-esteem and self-worth through our Religion lessons, Pastoral Care Policy, Behaviour Management Guidelines and Awards Policy.

SECTION NINE: QUALITY CATHOLIC EDUCATION

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 2018

Staff participated in a course designed to provide knowledge about the history of Aboriginal and Torres Strait Islander peoples in Australia, their cultures, and the effects of colonisation and government policies and practices. The course addressed the gap which may exist due to lack of knowledge and understanding of Aboriginal and Torres Strait Islander cultures and developed the skills to become culturally competent at both a personal and professional level. An extremely beneficial learning opportunity for all staff especially teachers as they implemented Aboriginal perspectives into all curriculum areas.

Staff focussed on Christian Scripture and Theology to inform contemporary classroom practice. Planning activities that engaged students in contemporary learning to develop a deep understanding of the Scriptures.

Throughout the year our main focus was toward enhancing staff knowledge, skills and understanding in the area of student engagement, looking particularly at Formative Assessment and Differentiation, building on teacher practice that is most related to successful student learning based on evidence of their impact and or research.

Priority Key Improvements for 2019

Further embedding the Mercy charism into lessons and school culture is a priority so that students have a better understanding of the history of the Mercy sisters working together to reach out to and help the underprivileged.

A focus on the Differentiation Model aligned with Proficiency Scales when planning in Professional Learning Teams with an increased focus on collaborative planning in stages and with an Instructional Coach will provide further opportunities for staff to analyse formative data, to guide instruction and to determine the effectiveness of planning and teaching. As a whole staff, we will continue embedding formative assessment strategies into lessons across all Key Learning Areas, with an increased focus on Writing which is our nominated area for development next year.

In order to consolidate, build on and sustain the learning that the staff have already engaged in, the Leadership for Learning Initiative will implement strategies aimed at building teacher capacity, reflective practice and collaborative practice across the school K - 6.

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

From an annual survey, our parents believe like staff and children that the school has a clear identity as a Catholic School and is positively perceived in the local community. Parents affirm an atmosphere of care is a feature of the school and that staff and students regularly participate in prayer. Many parents from the survey believe that student management procedures are fair and effective and the school is active in addressing bullying and harassment issues.

Parents are pleased that the school has clearly articulated strategies for improving both student achievement and wellbeing and that a healthy lifestyle is promoted. Parents overall see staff as committed to and modelling continuous improvement in classroom practice with the effective integration of technology into the teaching and learning process.

Parents are well-informed about their children through parent/teacher interviews/meeting. Some parents would like to see School initiatives and future directions communicated with further clarity and would like the implementation of extra-curricular activities that enrich student learning.

Student Satisfaction

From surveys and anecdotal records the children at St. Phil's believe caring for each other is important as our school has a clear identity as a Catholic School in the Community of Bathurst. Regular prayer and meditation is a feature of the school that we like, and many teachers respond to student concerns about bullying and harassment. Our school places a high priority on student learning, supporting students to become independent learners and using technology especially to support our learning.

Our classrooms look brand new after the refurbishment, and our classroom resources support our learning in all subject areas. Our school and playground are very well maintained and are safe.

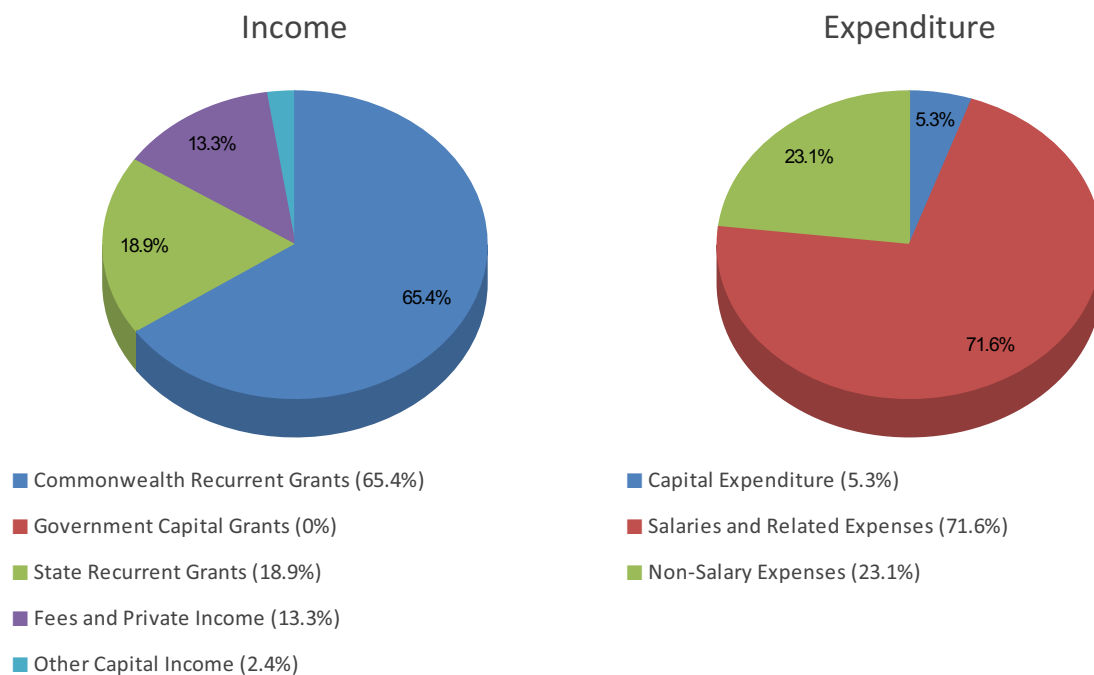
We believe our school is a well-organised and that our teachers challenge us all in our learning. Our teachers give us regular feedback and we know where and who to go to for help in our learning. St. Phil's gives all of us a chance at lots of sport like swimming, soccer, AFL, league, union and netball. Lots of children play chess and we have a great gardening club. Some children like to sing on a Friday lunch-time but most are happy to play in our playground as we have so many areas to use.

Teacher Satisfaction

School staff are driven by the belief that all students can learn at high levels and that the school places a high priority on academic growth and student progress. Staff consider that the school has a well-developed quality educational program with a high standard of teaching across all year levels. The school has clearly articulated strategies for improving both student achievement and wellbeing. Staff maintain well established and high functioning PLT's that focus on collective inquiry, reflective practice and continuous improvement.

School grounds and other facilities are safe and well maintained, and staff see that the school places a high priority on the acquisition of ICT resources to enhance student learning. The school effectively uses its physical environment and available facilities to maximise student learning with a clear identity as a Catholic School in the Community.

Teachers are collectively focused on maintaining routines and strategies set in place across the school that are designed to enhance engagement. There is a shared belief among staff, students and community that student engagement is the gateway to learning.



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

Notes

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