

2017 Annual School Report to the Community

St. Philomenas Primary School Bathurst

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Principal Mrs Louise Davies



Principal's Message

St Philomena's Catholic Primary School has provided quality Christ-centred education for children in the Bathurst community for over 100 years. Dedicated and professional staff continue to carry on the spirit and traditions of our founders, The Sisters of Mercy, and continue to respond to, and serve, the needs of parents who seek a Catholic education for their children.

We aim to create an atmosphere where children and staff grow and develop as a Catholic Community, loved by God, extending this sense of belonging to the wider-community of home, school and parish. We provide a learning environment, which is stimulating, positive and purposeful, catering for the spiritual, academic, emotional, physical and social needs of the students entrusted in our care.

Our School Policies and activities strive to develop, enhance and nurture each student's talents and skills. There are many opportunities for parents to work in partnership with the School, strengthening the bonds of communication between parents and teachers. At St Philomena's Gospel Values are a fundamental element of our school interactions which continue to make our school a warm, welcoming and supportive environment.

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.

Masses and other liturgies that are celebrated during the year make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love. Nurturing of the spiritual dimension of students' lives is also woven into the daily life of our school.

Values of kindness, fairness, compassion, and justice are witnessed to in many ways by all members of the school community. 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 and how God has been particularly revealed by Jesus, the challenge is always to apply what we have learnt in our relationships at home, school, in the workplace, on the sporting field, in all those places we live and interact with one another.

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 Vice President

Student Body Message

We are lucky to be part of a safe inclusive school community that focusses on the three values of Family, Hope and Dignity of Each Person. We have an abundance of sporting equipment which we are allowed to use each day. We are very lucky to have the opportunities to participate in lots of sporting activities: swimming, cross country, rugby, league, skipping and netball.

We also participate in the Mighty Minds which is a day full of challenges in Maths, Science, Art and English.

At St. Phil's we do a lot for our community. Our Socktober Appeal, Movember, Project Compassion and the 2BS Winter and Christmas Appeals all help our community. A new initiative was when we picked flowers at the park at the change of the season and delivered them to the elderly at local nursing homes. Our Masses, Liturgies and Sacraments are very special at St. Philomena's. We all get an opportunity to read, sing and re-enact the Gospel.

Our teachers are very caring. We are lucky to have teachers who prepare lessons and games for us to participate in and sometimes they laugh and have fun too.

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 referred to. 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 education in the charism of Catherine McAuley.

Our enrolments remain steady and parent involvement in classrooms is strongly encouraged across the school. 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. This year our school convened the Bathurst Eastern Region Swimming Carnival and the dedicated staff and parent body came together to implement and ultimately run a successful and enjoyable day where children's achievements were acknowledged and supported.

St. Philomena's participate regularly in the Bathurst inter-school debating, chess competitions and Mighty Minds Muster. Our children won the inter-school debating competition and achieved great successes in the Chess and Mighty Minds Days. We support the CWA Public Speaking and Country of Study and we participate annually in the Bathurst Eisteddfod in support of our local community.

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. Professional development and the use of technology 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 over the past twelve months, we have refurbished and remodelled our existing school classroom spaces to become more contemporary and adaptive spaces with the financial assistance, guidance and support of Catholic Education Diocese of Bathurst.

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 2017:

Girls	Boys	LBOTE*	Total Students
88	104	3	192

* 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 Diocesan Family Building 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 2017 was 93.04%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.07%
Year 1	91.57%
Year 2	94.14%
Year 3	93.83%
Year 4	94.10%
Year 5	90.83%
Year 6	91.72%

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 2017:

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

* This number includes 8 full-time teachers and 3 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	Staff Mindfulness and Wellbeing
Term 2	Whole School Mathematics Planning and Implementation Day, Staff Formation Day
Term 3	NAPLAN Review and Planning
Term 4	St John First Aid School Course, CPR, Anaphylaxis

Staff participated in the following Professional Learning in relation to their SMART goal achievement: Intermediate Share cloud Training, Leadership Coaching, Parent Engagement Conference, Edutech Conference, National Symposium; Religious Education, Kids Matter Program, Catholic Schools Parent Conference.

Each staff meeting was an opportunity to work together professionally to further develop and embed work on the Mathematics Curriculum across the school, Kindergarten to Year 6.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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.

St. Philomena's has taken the Catholic values of Family, Hope and Dignity of each person to focus on as a school community. We have implemented the Model of Christ Centred Learning into the culture of our school, striving to provide a rich Catholic curriculum for all. This model has provided the impetus for changes to the physical layout of our school, utilising spaces that were once not used as efficiently. We are also striving to provide opportunities for learning that promote the values of the Catholic Church.

We prepared the Catholic Schools Week Mass in March for the schools of Bathurst. Lessons on the Sacrament of Confirmation for the State and private school students of the Bathurst Diocese were taught in our school. We prepared our own students for the Sacraments of Penance, Eucharist and Confirmation. We hosted a reflection day on Confirmation for Year 6 students from the 4 Catholic Primary Schools in Bathurst. Year 6 participated in a Pre and Post reflection day on Confirmation with local secondary students and our Year 5 participated in a Leadership program.

Our students have participated in school Masses each term, taking on various ministries, such as reading, Altar serving and Preparation of the Gifts. The children have helped in the preparation of liturgies and the running of music and powerpoint presentations for each Mass or liturgy. Morning teas for family and friends attending school Masses were provided. Grandparents day was very well attended. Major religion feasts, Remembrance Day and ANZAC Day were marked with school prayer and liturgy.

Each day the school stops at 12 noon to say The Angelus. In the months of May and October, a Rosary session is provided for the children to attend.

The Primary classes received the Sacrament of Penance during in school liturgies with Fr Owen Gibbons our school chaplain.

Good results were achieved in the Year 6 Religion Test given in all Catholic schools across the state. St Phil's achieved 4 high distinctions, 10 distinctions, 13 credits and 4 participation in the test.

Our Mini Vinnies group has raised money for Project Compassion, Catholic Mission, St Vincent de Paul Winter Appeal and the Christmas Miracle Appeal in Bathurst. The students donated pillows, rugs and warm clothing to the winter appeal and for Christmas, they donated gifts for children and food for hampers.

Visits by different students were made to St Catherine's Nursing Home at Easter, and Sheridan Aged Care Facility and Macquarie Care Bathurst at Christmas, to entertain and socialise with the residents. Year 6 leaders attended the Anointing Masses throughout the year to provide help with morning tea and to mix with the more senior members of our faith community.

The Staff attended Mary MacKillop Place for a day of formation and prayer.

Students in Years 6 and 8 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	29.00

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.

A clear direction arose in our work in Professional Learning Communities allowing us to set a two year goal with our work in Mathematics. Staff identified eight strands of Mathematics that we deemed essential and in which we mutually agreed to develop proficiency scales and pre and post assessments which would allow us to recognise and develop essential skills for each individual student. Those strands are Whole Number, Addition and Subtraction, Multiplication and Division, Fractions and Decimals, 2D and 3D Space, Time, Length and Data. Weekly Mathematics groups allowed teachers to give students the necessary intervention to ensure significant progress. Teachers are working collaboratively to collect and analyse data from the assessments and use them to assist in planning and designing quality lessons. New Scope and Sequences were developed which will align all stages into one united whole school approach.

Teachers underwent professional learning on designing a *Quality Mathematics Lesson Framework*. The framework guides the content of each lesson to include learning intentions, ignition activities, explicit teaching, evaluation and student reflection. New units have been written to include all elements of a quality lesson framework and implemented across the stages.

Our continued implementation of Reading and Spelling Mastery has seen significant improvement across all stages. These programs are explicit and directed to the needs of each student.

Information and Communications Technology (ICT) has been an ongoing focus for our professional learning. Every student has easy access to laptops, ipads and computers which are used throughout all key learning areas. Google Chrome has been used extensively within Stage Two and Stage Three. Students now have the capabilities to work on, share and collaborate on tasks that are the focus of their learning. The See-Saw app has become an integral part of our parent engagement, where teachers are able to easily share presentations, photos and examples of student work with parents. This forms an important link between school and home, providing many opportunities for discussion and further learning.

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	Grammar and Punctuation	58.60%	55.50%	3.40%	10.50%
	Reading	69.00%	51.60%	6.90%	10.00%
	Writing	58.60%	44.60%	3.40%	7.50%
	Spelling	69.00%	45.60%	0.00%	13.10%
	Numeracy	44.80%	39.80%	3.40%	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	Grammar and Punctuation	34.60%	34.40%	11.50%	17.50%
	Reading	42.30%	37.00%	7.70%	14.60%
	Writing	26.90%	15.80%	7.70%	19.40%
	Spelling	42.30%	34.30%	7.70%	14.10%
	Numeracy	38.50%	27.90%	0.00%	14.60%

Student Welfare Policy

No changes were made to the 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.

Discipline Policy

A change to our Discipline Policy was made this year, from the levels of inappropriate behaviour to the name of the policy which became Behaviour Management Guidelines. Reviewed behaviour practices at St Philomena's School aim to facilitate the development and experience of self-discipline among students and is concerned for 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 Policy 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

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 with focus on the three values of Family, Dignity of Each Person, and Hope, and have been the guiding influence behind everything we do this year.

A KidsMatter action group was formed with the intention of improving student well-being, consisting of the School Principal, Support Teacher, School Counsellor and two parents who work in the area of mental health. We looked at ways of making our school more welcoming, especially to new families and ESL families. The plan was also put in place to have a parent engagement area within the school so that parents could have group meetings as the opportunities arose, with visiting speakers or with our own school counsellor.

Many of the classes began meditation sessions in their classrooms, teachers reported that the students and the quality of their work benefited a great deal from the mindfulness sessions.

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 2017

Staff wellbeing and mindfulness was part of our strategic direction, supporting personal and professional needs. Identifying stressors for teachers, their impact on health and well-being, reviewing current practices and their impact that transfer to our current teaching and learning has been beneficial to implementing evidence-based mindfulness techniques that staff use for their own well-being and also transferring to classroom practices with children.

Staff Relationships, building partnerships and cohesive relationships with our colleagues that builds upon the work of Christ – witnessing the work and charism of Mary MacKillop, has improved trust in others and looking at ways that we as individuals and as a whole staff can incorporate and reflect her simple messages in our everyday teaching.

Staff collaborated to identify essential learnings and plan and develop assessments accordingly for Mathematics across the school K – 6. A Scope and Sequence, K - 6 was developed and implemented unifying the work done by teachers. A quality Mathematics Framework is now being used by teachers.

Staff First Aid and Anaphylaxis Training is always a priority and remains a focus each year.

Priority Key Improvements for 2018

Staff will participate 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 will address the gap which may exist due to lack of education, knowledge and understanding of Aboriginal and Torres Strait Islander cultures and develop the skills to become culturally competent at both a personal and professional level. An extremely beneficial learning opportunity to staff as they implement Aboriginal perspective into all subject areas.

Staff will unpack Christian Scripture and Theology to inform contemporary classroom practice. Planning activities that engage students contemporary learning to develop a deep understanding of the Scriptures. The development of formative assessment tasks that will allow students to demonstrate their understanding of the Scriptures.

Enhancing staff knowledge, skills and understanding in the area of student engagement. Looking at Formative Assessment – Building on Teacher practices that are most related to successful student learning based on evidence of their impact and or research.

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

St Philomena's continues to use the feedback form and suggestion box that is located outside the front office of the school and any feedback is encouraged. Parents are made welcome and are valued and respected as part of the school community. Communication between staff and parents is open and collaborative in regard to the learning needs and successes of each child.

Parents continue to express their satisfaction with the pastoral care that is offered at St. Philomena's especially with the added support to families who may be experiencing difficulty. Parents, grandparents and friends of the school community express their satisfaction especially through words of gratitude and thanks using the See-saw app and words of commendation.

Parents have acknowledged how blessed they feel in knowing that their children are being taught by staff who model the values of Christ, for it is visible through the daily interactions of staff with the children that they are always at the heart of the education received at St Philomena's school.

Student Satisfaction

Feedback from surveys or questioning reflects that students across the school are generally contented and comfortable in their learning at St.Phil's. Our students have been enthusiastic about the changes in classrooms that are occurring but they don't like that the move to the hall or library while their classrooms are being refurbished. The children like to be in their own rooms and know where they can find everything and have the chance to work in an area that they like best.

Most of the children, particularly in primary know that they are responsible for their learning and especially in the areas of spelling and reading when they are able to move to their level of ability and achieve. The children are very proud when families or visitors comment on their beautiful manners and how lucky they are to come to such a beautiful school.

All children in the school like the chance to go on excursions whether they are local or to Sydney or Canberra.

Many children name the playground as the best part of school because they have 'heaps of cool equipment' to play on and lots of different areas from the cricket nets, farmyard area, basketball courts, oval or just to check out the chooks.

Teacher Satisfaction

Establishing rapport with students and achieving goals together is a very rewarding experience.

'It's the joy shared when a student understands a concept they have been trying to comprehend, reaching a level of attainment striven for and sharing the journey to get there in a positive light makes teaching a satisfying profession.'

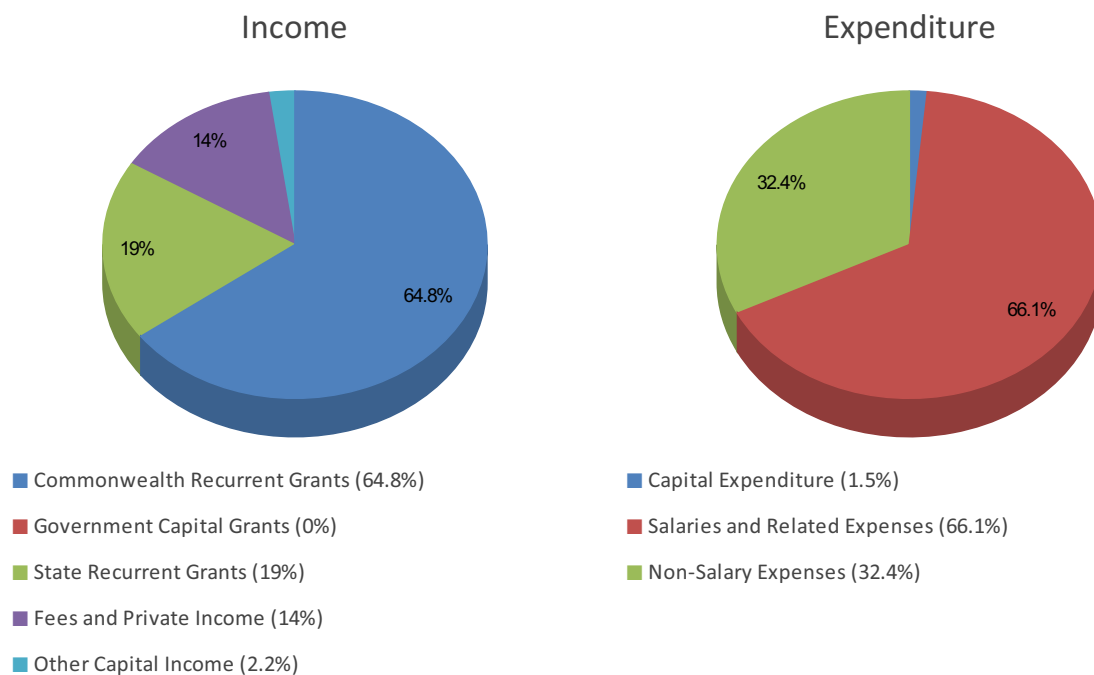
Working with a stage partner, discussing collaboratively student achievement and focussing on Essential learnings in Mathematics provided a solid focus.

Change to Behaviour Management across the school resulted in children displaying a growth in maturity, which is rewarding. Staff found renovations to the school challenging, yet working in the school hall provided opportunities for Stage work that may not have happened otherwise. Being part of the process was inclusive and teachers had a voice in changes made and furniture chosen.

Some found changes to timetables challenging with last minute changes and extra release time, needing to have more notice given.

'I received strong support during the year, especially from the executive.'

'Teacher satisfaction occurs when I make a positive difference to others in my school community.'



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.