

St Joseph's Primary TAMWORTH WEST  
Annual School Report to the Community

2016



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**Principal**

Mrs Louise O'Sullivan

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## ABOUT THIS REPORT

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St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

### **Principal's Message**

Students attending St Joseph's Primary School in Tamworth come from a variety of backgrounds. There has been steady growth in enrolment over the past five years. Additional to our full time teaching staff, extra personnel are engaged including a Learning Enhancement Project Officer, Student Support Teacher, Teacher Librarian, Educational Assistants, Aboriginal Education Assistant, MiniLit para-professionals, to provide teacher support and assist student learning, ICT Assistant and a specialist Music teacher. Three extra teaching staff were employed to work in each stage for Literacy and Numeracy four days of the week. Other professionals were engaged to provide further expertise in PDHPE supporting staff in dance, gymnastics, tennis and rugby. Students have the opportunity to participate in activities including music, lunch clubs - gardening, photography and chess and Brain Olympia.

St Joseph's is a family oriented school where strong ties with our families have been forged to create a partnership in the ongoing growth and development of each and every student. Parents assist in the school Canteen, Library and classrooms and organise social and fundraising events.

### **Parent Body Message**

The school has continued to promote a culture of parental involvement with student leadership and shared responsibility. Parents and friends are engaged in classrooms and canteen, volunteering for student banking and assisting with school social occasions. A variety of activities such as special feast days, Book Week, NAIDOC Week, Easter Hat Parade, celebrating Mother's and Father's Days as well as recognising the importance of the extended family through Grandparents Day and other social events strengthen links with the wider parish community and are planned annually. The students are encouraged to lead by example, to mentor and support the younger students. Expectations of the senior students are high and the experiences of leadership provided are well received giving every student opportunity to take on responsibility and leadership within our school community. The parents are invited to be more engaged in their child's learning. The use of Google technology K-6 has opened lines of communication between classroom and home. Parents are essential to the success of our sporting activities at school coaching, managing and assisting with transport.

### **Student Body Message**

Being elected Captain at St Joseph's is a privilege and the role is accepted with honour by Year 6 students.

The Captain badges were presented at the start of the Year and the four Captains travelled to Sydney to participate in the Halogen Leadership Day where they listened to presentations and participated in activities to explore models of leadership which would help them in their roles back at school.

Throughout the year the captains were significant role models in representing the school at the ANZAC March and the Wreath Laying service. The captains assisted teachers, students and parents at the school Swimming and Athletics carnivals and the Cross Country. The many social events at school called upon the captain's leadership to be exhibited to the wider community. Our roles gave us responsibility for sport equipment and greeting the many visitors to our school as well as being buddies for younger students at the school.

We all thoroughly enjoyed our time as leaders at St Joseph's and learnt a lot in our roles which will guide us in our years at high school.

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## SECTION TWO: SCHOOL FEATURES

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

St Joseph's School was established by the Sisters of St Joseph in 1919. We have a strong tradition following in the footsteps of Saint Mary of the Cross MacKillop in building the foundations of community and a mutual love and respect of each individual. The school has shown significant growth in recent years with single stream classes Kinder to Year 6.

The classrooms are well presented with modern furniture and ICT for 21st Century learning. The grounds are excellent with playground equipment for primary and infant classes, a sandpit and green spaces for games. Seated areas under full shade provide a much needed respite from summer conditions.

Through the dedication and commitment of our professional staff the school has created a love of learning which is promoted across all areas of school life with students, staff and parents engaging in a lifelong process of education.

A trained music teacher provides weekly lessons to all classes. Community sporting groups provide opportunity for students to experience a wide range of sporting skill lessons.

Literacy and Numeracy groups set up for dedicated time four days of the week have provided data that clearly shows the learning growth of every individual student. This assists teachers with future assessment and planning.

Paraprofessionals assist in classrooms enabling individual learning programmes to be further developed. Learning initiatives are enhanced through special programmes such as MiniLit, Lunch Clubs and Library activities.

The Aboriginal Assistant is a valued member of staff and is integral to the organisation of school groups at community events celebrating the heritage of Aboriginal and Torres Strait Islander peoples. There is a significant number of enrolments from the Filipino community.

Students are encouraged to participate in sporting events at school level. A significant number of students have gained selection to represent the school at Diocesan and State level. A number of students have represented in their personal sporting choices - water polo, horse sports, gymnastics, physical culture and football. Students with Disabilities are recognised at all sporting events. Significant student achievements are celebrated by the whole school community.

School activities include dance, gymnastics, rugby and tennis. Students participate in local community events including ANZAC Day and Remembrance ceremonies. Excursions to local places of interest are undertaken with Year 4 and 5 participating in a leadership development camp and Year 6 travelling to Sydney.

Competitions such as UNSW Assessments, Brain Olympia, Science and Engineering Challenge and community online challenges are popular with students each year. The whole school participated in the Time to Write initiative sponsored by Office Works.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
93	89	26	182

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

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

### Student Attendance Rates

The average student attendance rate for 2016 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.00%
Year 1	93.00%
Year 2	92.00%
Year 3	93.00%
Year 4	91.00%
Year 5	94.00%
Year 6	93.00%

### Managing Student Non-Attendance

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- 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;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.



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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2016:

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	8%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

<b>Term 1</b>	Religious Education
<b>Term 2</b>	First Aid CPR
<b>Term 3</b>	Core Catholic Principles and Values
<b>Term 4</b>	Curriculum

Staff have maintained e-learning modules for WHS. Staff have attended Religious Education days. Google training with staff having Level 1 and Level 2 Educator credentials. MiniLit training for paraprofessionals. The school executive and staff have participated in a significant number of days learning about and developing a collaborative school culture. Staff have attended Positive School pd days and are working with Kids Matter for implementation of special student programmes. All staff have annual training for Asthma Anaphylaxis, Epilepsy, Diabetes, Autism/Aspergers and Active Supervision

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories

determined by the Board of Studies, Teaching and Educational Standards, NSW:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
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

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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St Joseph's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The school week begins with a whole school assembly for prayer, the national anthem and student awards. Daily prayer is part of the school routine. Staff meetings and other gatherings begin with an acknowledgement of our faith and a prayer.

Sacramental programmes of Reconciliation, First Holy Communion and Confirmation are planned and presented through daily RE lessons at key times during the year. Parent nights are offered with the Parish Priest for key information about each sacrament.

Each class prepares for Mass doing the Readings, Prayers of Intercession and Offertory. Classes also have the opportunity to attend Reconciliation each term.

The Altar Serving group is made up of student volunteers who are rostered to serve at school Masses and on weekends.

Staff attend twilight retreat and prayer opportunities and have one Pupil Free Day designated to RE per year. A Lenten Programme is offered for all staff and parents to attend in the parish.

The staff are regular attendees at weekend Mass participating in the liturgical life of the parish through choir, reading and assisting at parish events.

The Catholic Schools Office provides opportunity for all staff to attend Religious Education professional development for curriculum and personal prayer life. These are well attended by all staff.

The school follows the Diocesan Charitable Works Policy with the students fundraising for events through the year. The various seasons of the church year are acknowledged and celebrated with students actively participating in fund raising for CARITAS and the Children's Mission.

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

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Our School's average result (as a mark out of 50)	
Year 6	28.90

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The staff at St Joseph's are well qualified and present learning opportunities to suit the various learning styles of the students. Staff are lifelong learners participating in professional development and further training to maintain proficient teacher standards as outlined in the Australian Professional Standards for Teachers. School improvements for student learning have been trialled and implemented.

A Leader of Pedagogy is engaged to drive implementation of specific programmes and teaching strategies outlined in the Annual School Plan. These initiatives enhanced teaching and learning for identified and targeted students. Staff have formed Collaborative teams to facilitate opportunities for planning effective teaching and learning opportunities and developing assessments for future learning programmes. Data has been a significant driver throughout the year with steady growth of all students being monitored and challenged.

The Best Start programme for Kindergarten to Year 2 students informs learning practices. The MiniLi programme targets specific students in Literacy and has been a successful addition to student learning activities.

Significant student data collected and analysed by all staff was used to plan and implement specific learning targets across all stages. Extra Teaching staff were engaged to allow for smaller learning and teaching groups and to allow for specialist teaching opportunities.

Year 3 and Year 5 students participated in the NAPLAN and Year 6 students completed the Year 6 Religious Education test. Further whole school assessments and ACER online assessments were utilised to identify student skills and knowledge with data being used for future whole school planning.

Professionals from the Education arena as well as Catholic Schools Office staff collaborate with staff to assist in planning and implementing teaching programmes. Professional Development continued throughout the year to reinforce the key messages and content of the curriculum.

disabilities. All staff work together to provide support to students and their families to engage students in their learning and inform parents of student progress.

Extra teaching staff and Paraprofessionals provide ongoing support to students and assist teachers in curriculum access for all students.

Social programmes are implemented to assist students in their school life, to promote independent learning and to maximise opportunities for learning. ICT is used K-6 to support student learning.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	37.00%	49.40%	74.00%	11.50%
	<b>Writing</b>	21.40%	48.80%	14.30%	6.20%
	<b>Spelling</b>	21.40%	46.40%	49.20%	12.40%
	<b>Grammar</b>	17.80%	52.50%	25.00%	9.60%
	<b>Numeracy</b>	22.20%	35.60%	29.60%	13.40%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	35.00%	35.30%	20.00%	15.50%
	<b>Writing</b>	0.00%	17.20%	25.00%	18.10%
	<b>Spelling</b>	25.00%	29.80%	15.00%	17.20%
	<b>Grammar</b>	50.00%	36.30%	25.00%	15.00%
	<b>Numeracy</b>	20.00%	28.30%	10.00%	16.50%

### **Student Welfare Policy**

The School provides a safe and supportive environment for students, staff and the school community with specific policies and procedures in place to ensure that requirements are met. The school is working towards best practice in this area.

The Catholic Schools Office supports our school Student Support Teacher and staff to facilitate discussion on behaviour education. Where students are identified as being of particular need, staff are made aware of individual student needs and assistance is provided in social situations as well as academic learning

Policies and procedures are in place to ensure that the school meets employment screening and notification requirements and that provisions of the child Protection Working With Children Act 2012 are enacted. All staff are mandatory reporters and understand their obligations and the process that the school has in place in relation to mandatory reporting.

The secure playground provides equipment for the children during playtime and school hours.

The school is a registered Sun Safe School and has made significant changes to break times and to ensure children have shade during play.

No Changes were made to this policy this year.

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

### **Discipline Policy**

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

The School has adopted the Catholic Schools Office Operational Policies with regards discipline in the school, including Guidelines for Procedures for Students with Challenging Behaviours and Education Act 5A, the Student Anti Bullying Policy and Discrimination, Harassment and Bullying policies.

A whole school document clearly identifies how our school provides an engaging learning



environment where students are encouraged to be independent, take responsibility for their actions and learning, and uphold the family as the core group of living and learning. The Core Catholic Principles and Values are in key learning areas.

The dignity of each person is respected. The values of the Catholic faith are important in supporting the development of our students in building a faith filled community.

The school Discipline Policy features a pyramid of Respect developed to demonstrate the value we put to self respect, respect of peers and others and respect of the environment.

No Changes were made to this policy this year.

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

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

## **Initiatives Promoting Respect and Responsibility**

School magnets have been produced and are provided to every family.

Students teachers and parents are expected to uphold our school values. Students respond respectfully and promptly to staff and visitors. They show their respect for themselves by displaying good manners, wearing their uniform in a neat and tidy fashion and being truthful and willing to take responsibility for their own actions.

Students use appropriate language when speaking to one another, staff and school visitors. They show respect by playing safely and fairly. Students learn about self discipline and acceptance of the differences in others. They learn to respect the rights and property of others.

Everyone in our school community works to keep our school clean and tidy and take responsibility for school property and equipment. We all recognise and respect every individuals right to learn and be safe.

Students represent their school with pride at school and community events. Positive feedback from the wider community is published and reinforces these expectations to the students.

Students are engaged in wellbeing and support programmes within their school day e.g. Bullying, Friendship, Cyber Safety.

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## SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

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

### **Key Improvements Achieved in 2016**

The Annual School Plan for 2016 provided for three specific initiatives to be embedded into the culture of the school and with a shared leadership approach was central to all improvements in the school.

A clear focus on learning for teachers and students was foremost in our plan. Results based on specific data and collaboration of teaching staff created an excellent learning environment for students and professional learning for teachers.

The Core Catholic Principles and Values continue to foster spiritual formation within our school community.

Improved measurable Literacy and Numeracy targets were a focus for the year for all staff and students. Parent engagement in this implementation was essential. Explicit support was provided to each stage targeting individuals and groups to improve student learning, understanding and skills. Differentiation of the curriculum successfully catered for students who responded well to the processes and routines initiated across the school.

The formation and consolidation of professional learning teams with regular meetings for data analysis and planning created consistency in teacher expectations and provided opportunity for improved staff feedback.

### **Priority Key Improvements for 2017**

In 2017 consolidation of established processes and routines in Literacy and Numeracy groups will be essential.

Parent engagement and deeper understanding and development of curriculum differentiation in all key learning areas will support every student in their learning.

The Core Catholic Principles and Values - Fidelity in Relationships will be explored.

Time for meaningful staff collaboration has been timetabled on a weekly basis for professional dialogue and sharing of expertise which will build capacity in teaching strategies and teaching pedagogy. Extra teaching staff have been engaged to ensure small group rotations provide maximum impact for student learning.

The partnerships created in Professional Learning Teams will allow for a strong collaborative framework. Clear assessment, reasonable data collection and depth in analysis of data for future planning and the implementation of future projects is planned. Strategies for improved learning outcomes for students with disabilities will be developed.

A school plan for Pastoral Care and Wellbeing will be initiated with a range of strategies being trialled to support students staff and families within the school community.

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## 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**

The school is valued for the spirit of generosity and genuine love for the students. The intimate family feeling of our close knit community permeates the school and is important to our families. Parents report that their children are well supported in their learning through the wide range of strategies used to engage and motivate the children.

The social atmosphere of the school where all children interact in play, sporting opportunities and throughout their learning each day is seen as a positive aspect of the school.

The staff are seen as being compassionate and fair; they are approachable to discuss children's progress and concerns. Children are encouraged in their individual pursuits and acknowledge on their individual improvements and not compared to others.

The leadership skills shown by the older students and willingness of students to 'step up' and take pride in their school is noted.

The paraprofessionals in the school are acknowledged by parents for their dedication.

There is a good, supportive and friendly network of parents at the school.

Parents are well pleased with the facilities.

Staff are key to the well being of all student's development both personally and academically.

### **Student Satisfaction**

Students report they like the school because it is a good place to learn. The classrooms and Library facilities are valued as places for learning and fun. The availability of technological devices for learning and social interaction is noted as a plus by many students.

They report appreciation of their teachers in the ongoing learning and teaching initiatives implemented in the school and the friendly, caring attitude of staff toward each other and the students. Staff are seen to be willing to listen and take time to help students in academic and

social situations. They listen to what the students think.

The students appreciate the friendly, small school environment and the fact that they can get to know everyone in the school K-6. Opportunity for sporting activities that allow for leadership skills to be developed are appreciated with students organising events where Kinder - Yr 6 can participate.

The school teaching structure and routines provide opportunity to interact with others allowing students to work at their own pace with guidance from many teachers and support staff.

Opportunity for buddy activities and a wide variety of sporting and extra curricula events is important.

### **Teacher Satisfaction**

Staff enjoy working with the children and work together to build a strong community with a positive atmosphere. Staff display a genuine concern for the welfare of their peers, the students in their care and the parents and families of the school.

Staff reported they feel supported, valued and encouraged both personally and professionally. Staff believe the school is well resourced with whole staff consultation in purchase of resources and implementation of school initiatives.

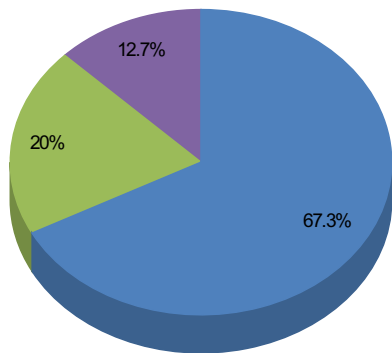
Staff work effectively through collaborative groups implementing exciting teaching and learning programmes to meet the needs of students.

The staff are committed to learning continually looking for ways to improve student learning.

Staff are dedicated to ongoing professional development sharing their skills, knowledge and expertise willingly. Many staff engage in ongoing professional development and university studies to enhance their professional skill set.

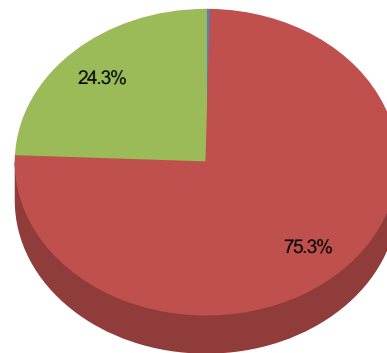
**SECTION ELEVEN: FINANCIAL STATEMENT**

**Income**



- Commonwealth Recurrent Grants (67.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (12.7%)
- Other Capital Income (0%)

**Expenditure**



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (75.3%)
- Non-Salary Expenses (24.3%)

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

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,690,109
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$502,960
Fees and Private Income <sup>4</sup>	\$317,879
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,515,987</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$8,427
Salaries and Related Expenses <sup>7</sup>	\$1,772,569
Non-Salary Expenses <sup>8</sup>	\$573,237
<b>Total Expenditure</b>	<b>\$2,354,233</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.