

# Annual School Report



## St Ignatius' Parish Primary School, Bourke

3 Meek St, Bourke NSW 2840

Principal: Vicki Bourne-Fallon

Phone: 02 6872 2475

Fax: 02 6872 2918

Email: [principal.bourke@wf.catholic.edu.au](mailto:principal.bourke@wf.catholic.edu.au)

Website: [www.wf.catholic.edu.au](http://www.wf.catholic.edu.au)



## ABOUT THIS REPORT

St Ignatius' Parish Primary School, Bourke is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report 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 CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

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

## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### **Principal's Message**

At St Ignatius, we work to co-create a Catholic community of 21st century safe, respectful learners who build, maintain and restore healthy relationships and enable all to contribute positively to the world.

Through a focus on teaching and learning, opportunities are provided to develop children's literacy and numeracy skills, engage in sporting and artistic endeavours and develop their sense of wellbeing.

Staff is deeply committed to the children in their care and work with families to enable the children to achieve their best.

### **Parent Body Message**

St Ignatius is supported by the parents and families through the Parents and Friends Association (P & F). The P & F Committee organises a number of events across the course of the school year. These events are both social and fund raisers. Each year the School Ball is held. It is a fabulous night of entertainment and a terrific fundraiser for our school. Other events included providing refreshments at the Louth Races, Bourke Races and the Bourke Show. The money raised supported the purchase of Robotics Science kits, team sports uniforms and the running of the school canteen and uniform shops.

### **Student Body Message**

St Ignatius is a small school where the students know each other and learn to work and play , like a family. We try to have a positive mindset so that we can do our best. This year we have worked hard academically, on the sporting field, on the performance stage and had the opportunity to visit other exciting places including Sydney, Broken Hill, Lake Keepit and Dubbo.

## SECTION TWO: SCHOOL FEATURES

St Ignatius' Parish Primary School is a Catholic systemic co-educational school located in the remote town of Bourke in Outback NSW. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 87.

St Ignatius Parish Primary School has been built on strong religious traditions, on land donated by Mr Joseph Becker in the 1870's. In 1881, the Sisters of St Joseph commenced their work until 1890, followed by the Sisters of Mercy in 1891 who remained present in the school until 2005. Between 1988 and 2004, the Marist Brothers took over the leadership of the school which has led to strong relationships with Marist secondary schools. Since that time, lay principals have continued to build on the foundations of the religious who have worked before them.

As a school community, we strive to live the values of love, hope, peace, openness and community, in the manner in which we live our daily lives.

Our achievements included:

- engaging parents and families with the “Maths Family Night” and ‘Parent Information Night” with high attendance at both events;
- staff development in English with the Seven Steps to Successful Writing Program;
- introduction of Stronger Smarter philosophy and reintroduction of Restorative Practices Framework;
- participation in a Christmas Musical Performance “ Jesus’ Christmas Party”.
- participation of students at local, cluster, diocesan and state representation for a variety of sports including swimming, athletics and cross country;
- performances at the Bourke High School MADD (Music, Art, Dance, Drama) Evening;
- participation in local events including Anzac Day, Remembrance Day, the Bourke Show and the Easter Parade;
- outreach: Meals on Wheels, Catholic Mission and Caritas; and
- hosting a number of city schools including Marcellin College, Bulleen, Melbourne and St Ignatius College Riverview, Sydney who worked with students to beautify the playground, play sport, assist with reading groups and be positive role models. In turn, St Ignatius children learnt to be welcoming,

express gratitude and learn more about life outside of Bourke.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
46	41	4	87

\* Language Background Other than English

### Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes 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.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

### Student Attendance Rates

The average student attendance rate for the School in 2016 was 88%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	81%
Year 1	90%
Year 2	81%
Year 3	92%
Year 4	90%
Year 5	87%
Year 6	90%

Throughout the year, there is a solid attendance record by the majority of students enrolled at St Ignatius.

### **Managing Student Non-Attendance**

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports 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; and
- 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; and
- the Director of Catholic Education or designated CEO Wilcannia-Forbes 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

### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	9	19

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

Percentage of staff who are indigenous	21 %
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	10
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	Day 1: Child Protection Day 2: Restorative Practices
Term 2	Day 3: English: Seven Steps To Successful Writing
Term 3	Day 4: Stronger Smarter Philosophy
Term 4	Day 5: Staff Spirituality

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes: Stronger Smarter Leadership and Facilitation, Early Mathematical Understanding, John Hattie: Visible Learning, Gifted Education, Positive Education, First Aid and Child Protection.

## 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 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.

### **Prayer, Liturgical Life and Faith Experiences**

The students at St Ignatius are given opportunities on a daily basis to participate in prayer, as a whole school and in class groups. At noon, a special bell is rung for the school community to pray “The Angelus”, as is the practice across the Wilcannia-Forbes Diocese. Children attend Mass, once a fortnight on Fridays at St Ignatius Church. Children were introduced to Christian Meditation and the practice has been encouraged in each classroom.

The Diocesan syllabus “Sharing Our Story” is the basis of the Religious Education Program, which allows children to explore and gain knowledge about our Catholic faith, its history, doctrine, traditions and practices.

The children are keen participants in outreach initiatives which have included Project Compassion, Soctober and Meals on Wheels.

In this Year of Mercy, all children participated in pilgrimage experiences with Kinder, Years 3 and 4 visiting our local churches, Years 1 and 2 visiting the Church in Dubbo, Year 5, the Diocesan Cathedral in Broken Hill and Year 6, St Mary’s Cathedral in Sydney.

### **Parish Partnerships**

During the year, our diocesan Bishop visited Bourke on three occasions: firstly, to celebrate the canonisation of Mother Teresa of Calcutta, the Foundress of the Missionary Sisters of Charity and then to farewell the Sisters, who after 48 years, closed their convent in Bourke. The school community supported the parish with these important milestones in the life of the parish through the St Iggy’s Choir and hospitality. As part of the celebrations, the school participated in the Procession for Mary from the Missionary Sisters Convent to Holy Spirit Church.

As part of the parish, the Years 5 and 6 children received their Sacrament of Confirmation from the Bishop, supported by a staff member who volunteered with preparations, working with the Missionaries of Charity Sisters. Other sacramental preparations included Year 2 Reconciliation and Year 3 First Communion.

With the appointment of a new Parish Priest, a Parish Council was established.

### **Religious Education**

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

<b>Our School's average result (as a mark out of 35)</b>	
Year 4	19.4

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

### **Aboriginal Education**

As 38% of our students identify as Aboriginal, the great diversity of culture is acknowledged and supported through the St Ignatius Cultural Awareness Program, NAIDOC celebrations which included visiting local guests, the professional development of our Aboriginal Education Workers and opportunities for our Aboriginal children to participate in different learning opportunities. They are supported in their learning with Personalised Learning Plans and targeted interventions, particularly for Literacy and Numeracy.

In 2016, the Stronger Smarter philosophy and framework was introduced to enhance the learning of all students, particularly focussing on those with an Aboriginal heritage.

### **Students with Disabilities (SWD)**

There are three children funded as SWD. Staff members are aware of each child, their needs and Individual Learning Plans.

**Program Extra-curricular experiences included:**

- Visiting theatre company “Playhouse” enabled children to be exposed to a variety of performances by Sydney based performers.
- The Life Education Van visited and provided the Healthy Harold program supporting the school program about healthy living.
- Participating in Sport Clinics where visiting expert coaches have worked to develop skills in cricket, football and netball.
- Excursions/Incursions: Children have had various local and further afield experiences which have included visiting Dubbo (1-2), Lake Keepit (Years 3 and 4) and Broken Hill ( Years 5 ) and Sydney ( Year 6)
- Our local Police Citizens Youth Club (PCYC) has been extremely supportive in facilitating skills based clinics for sport, both at their facilities and onsite at school.

## SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

### **National Assessment Program – Literacy and Numeracy (NAPLAN)**

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

<b>NAPLAN RESULTS 2016</b>		% of students at or above national minimum standard		% of students in the top three bands	
		<b>School</b>	<b>NSW</b>	<b>School</b>	<b>NSW</b>
<b>Year 3</b>	<b>Grammar and punctuation</b>	90.9%	96.9%	81.9%	71.9%
	<b>Reading</b>	100%	96.9%	72.7%	70.9%
	<b>Writing</b>	100%	98.7%	81.9%	80.8%
	<b>Spelling</b>	100%	96.8%	72.8%	76.1%
	<b>Numeracy</b>	90.9%	96.9 %	54.6%	61%

2016 NAPLAN results in Year 3 indicate that this cohort of children were extremely strong, particularly with their Grammar and Punctuation and Writing results.

In Reading, Writing and Spelling, this cohort achieved higher than the state benchmarks.

In 2017, the focus will continue to be on Writing and the development of Numeracy skills, particularly with vocabulary of Mathematics, in order to assist students with

their abilities to decipher problems.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	75%	96%	33%	64.2%
	Reading	75%	94%	42%	62.3%
	Writing	83.3%	94.8%	25%	50%
	Spelling	91.7%	94.6%	41%	63.6%
	Numeracy	91.7%	95.8%	25%	57.1%

2016 NAPLAN results in Year 5 indicate that this cohort of children had an area of strength in Spelling with Writing, a second best in comparison to the state average.

In 2017, the focus will continue to be on Writing and Reading and as with the Year 3 cohort, the development of Numeracy skills, particularly with vocabulary of Mathematics, in order to assist students with their abilities to decipher problems.

NAPLAN data, with other sources, has been used to establish targeted intervention groups in areas of need.

## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

### **Student Welfare Policy**

Student Welfare or Pastoral Care is at the forefront of all policies at St Ignatius' Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

### **Behaviour Management and Student Discipline Policy**

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

### **Anti-Bullying Policy**

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

### **Complaints and Grievances Policy**

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

### **Initiatives Promoting Respect and Responsibility**

The values of respect and responsibility are reflected across all dimensions of school life.

Some initiatives included:

- Revisiting the mantra "Being a stronger, smarter, safe, respectful learner" as part of the Stronger, Smarter and Restorative Practices Frameworks.
- Acknowledging the safe, respectful learners with a Principal's Morning Tea each term.
- Encouraging children to be on the Student Representative Council.
- Year 6 children participated in a Cluster Leadership Day with Nyngan, Brewarrina and Cobar Catholic schools.
- Year 5 and 6 participated in a Leadership/ Transition Program with "Eternity Aid".

## SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

### Annual School Priorities for 2016

<b>Priority 1</b>	By December 2016, students will demonstrate increased engagement in the RE Curriculum as evidenced by pre and post surveys and staff observations.
<b>Reason for priority 1</b>	Religious Education is a major focus in a Catholic school. To ensure a more rigorous program, professional learning for staff is a key element.
<b>Steps taken to achieve priority 1</b>  Brief summary from the Annual Improvement Plan	<ol style="list-style-type: none"> <li>1 &amp; 2. Events organised to capture the school’s history and charism</li> <li>3. The Jubilee Year of Mercy calls all Catholics to pray, serve and to pilgrimage.</li> <li>4. Facilitate Staff Professional Development</li> </ol>
<b>Status of priority 1</b>	Religious Education has had a greater focus in 2016, with the growing confidence of staff in the teaching of the curriculum and with the understandings of the Church traditions.

<b>Priority 2</b>	<p>English</p> <ul style="list-style-type: none"> <li>● By December 2016, 75% of students will be achieving at their expected writing cluster.</li> <li>● By December 2016, all students will progress through one writing cluster per academic year.</li> </ul>
<b>Reason for priority 2</b>	Literacy is key to student learning. The area of need identified in 2015 was Writing and therefore this is a focus.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>● Classification and management of assessment data.</li> <li>● Facilitating Professional learning for staff: Seven Steps to Writing Success.</li> <li>● Establishing Intervention Programs</li> </ul>
<b>Status of priority 2</b>	There have been great gains with student writing, with the majority achieving at least one writing cluster growth.

<b>Priority 3</b>	<p><b>Mathematics</b></p> <p>By December 2016, 80% of students will be achieving at their 'on the way' growth points in the four domains of Number.</p>
<b>Reason for priority 3</b>	After analysis of different data including NAPLAN and Mathematics Assessment Interview (MAI), Number was highlighted as an area of need.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>● Classification and management of assessment data.</li> <li>● Facilitating Professional learning for staff: EMU.</li> <li>● Establishing Intervention Programs.</li> </ul>
<b>Status of priority 3</b>	Staff capacity in the teaching of Mathematics is growing and the results are evident in the area of counting.

## Projected Priorities for 2017

<b>Priority 1</b>	<p>Religious Education</p> <ul style="list-style-type: none"> <li>● By December 2017, students will demonstrate increased engagement in the RE Curriculum by improving the rigour, importance and quality of RE across the school.</li> </ul>
<b>Reason for priority 1</b>	<p>Religious Education is a major focus in a Catholic school. To ensure a more rigorous program, professional learning for staff is a key element.</p>
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>● Facilitating Staff Professional Learning.</li> <li>● Composing a School Song.</li> <li>● Promoting Sunday Family Masses.</li> <li>● Designing and constructing a St Ignatius Cross.</li> <li>● Celebrating Feast Days.</li> <li>● Seeking community contribution.</li> </ul>

<b>Priority 2</b>	<p>By December 2017, 75% of students will be achieving at their expected writing cluster (that is, they will progress through one writing cluster per academic year).</p>
<b>Reason for priority 2</b>	<p>In 2016, “Seven Steps To Writing Success” was introduced with a strong impact on the students’ confidence as writers. Staff wanted to build on the previous success to ensure that more children achieve closer to the expected benchmarks.</p>
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>● Classification and management of data.</li> <li>● Facilitating Professional learning.</li> <li>● Organisation and provision of resources.</li> <li>● Establishing intervention programs.</li> <li>● Programming: Scope and Sequence.</li> <li>● Reviewing Assessment.</li> <li>● Reviewing student learning opportunities.</li> </ul>

<p><b>Priority 3</b></p>	<ul style="list-style-type: none"> <li>● By February 2018, 80% of students will be achieving at their 'on the way' growth points in the four domains of Number.</li> <li>● By February 2018, all students will progress through one growth point in an academic year, with the exception of Place Value.</li> </ul>
<p><b>Reason for priority 3</b></p>	<p>In 2016, the review of results after the introduction of Extending Mathematical Understanding (EMU), have demonstrated the improved benchmarks for students. This priority has been set to ensure more children are progressing at least one growth point so that they achieve at their expected level.</p>
<p><b>Steps taken to achieve priority 3</b></p>	<ul style="list-style-type: none"> <li>● Classification and management of data.</li> <li>● Facilitating Professional learning.</li> <li>● Organisation and provision of resources.</li> <li>● Establishing intervention programs.</li> <li>● Programming: Scope and Sequence.</li> <li>● Reviewing Assessment.</li> <li>● Reviewing student learning opportunities.</li> </ul>

## SECTION TEN: COMMUNITY 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parents had the opportunity to respond to a survey. Those who responded expressed gratitude to the staff for the care and dedication to learning they had for their children. They enjoyed the experience of the “Family Maths Night” and the “Parent Information Night” where people had the chance to learn how to assist their children, meet staff and socialise with other families. They acknowledged the communication with School Newsletters, Skoolbag and Facebook enabled them to have access to the events and messages from the school.

Overall, parents and carers had a high satisfaction rating. Future suggestion included more opportunities to learn about different curriculum areas.

### **Student Satisfaction**

Students felt that they had strong relationships with the staff and with other children. They appreciated opportunities to visit other places on excursions, pilgrimages and sporting events. They enjoyed being part of the Mother Teresa’s canonisation celebrations and the farewell for the Missionary Sisters of Charity.

Overall students rated their satisfaction with St Ignatius as high- very high.

Future suggestion included having more set games in the playground.

### **Teacher Satisfaction**

At a staff meeting, the staff had the opportunity to reflect on the year. Staff was highly satisfied with the relationships built within the St Ignatius community between staff, students and families. They expressed a high satisfaction with Professional Learning opportunities and felt that the English: Seven Steps to Writing Success Program was most effective in building their capacity and engaging students.

Overall, staff satisfaction rated high-very high. Future suggestions included to continue to build strong relationships with the parish.

**SECTION ELEVEN: FINANCIAL STATEMENT**

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

<b>RECURRENT AND CAPITAL INCOME</b>		<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Commonwealth Recurrent Grants	<b><i>\$1,360,547</i></b>	Capital Expenditure	<b><i>\$103</i></b>
Government Capital Grants	<b><i>\$5,848</i></b>	Salaries and Related Expenses	<b><i>\$1,619,994</i></b>
State Recurrent Grants	<b><i>\$444,842</i></b>	Non-Salary Expenses	<b><i>\$325,982</i></b>
Fees and Private Income	<b><i>\$142,555</i></b>	Total Expenditure	<b><i>\$1,946,079</i></b>
Other Capital Income	<b><i>\$0</i></b>		
Total Income	<b><i>\$1,953,792</i></b>		