

O'Connor Catholic College ARMIDALE
Annual School Report to the Community

2016



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Principal

Mr Charles Allen

ABOUT THIS REPORT

O'Connor Catholic College 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 College community with fair, reliable and objective information about College 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College 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 College 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 College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

At O'Connor our goal is to deliver the best that Catholic Education has to offer for each and every student. This helps us to build a community faithful to the teachings of the Gospels and attentive to needs of students living in a dynamic and complex world.

We are conscious of the need to provide a diverse range of opportunities in both curriculum and extra activities. In 2016 we made the decision to introduce Engineering Studies to the Year 11 and 12 curriculum. This provides the best option for extending our very successful STEM program of our Year 9 & 10 curriculum.

With enrolments continuing to increase, from 356 in 2008 to 520 in 2017, the corresponding increase in teaching staff has added an extra dimension to the experience and vitality of the teaching staff.

Through support of the Catholic Schools Office of Armidale we have introduced a full-time Leader of Pedagogy Coordinator in 2017 to assist Key Learning Area Coordinators as teachers introduce the Australian Institute for Teaching and School Leadership (AITSL) standards into their teaching programs.

Parent Body Message

The work of the college board is often hidden and behind the scenes of the school running, as it is contained in the new name for the body "O'Connor Catholic College School Advisory Council". Advise is our role, this year has included the overseeing of the reduction in expenditure in the school budget, particularly in the area of water usage, due to the re-sinking of the school bore. We are now working towards sustainability of our own water usage without the need to purchase water for grounds maintenance.

The board also offered advice in the recruitment of our new principal, the formulation of the school master plan and the property risk strategy report. The board has approved the employment of specialist teachers to assist in the raising of the literacy and numeracy levels of our students, through the use of contemporary and collaborative teaching methods. These teaching methods will allow all of our students to be able to live up to the 2016 Year 12 motto of "Today is Ours".

The board looks forward to working with the new principal in 2017 to make O'Connor Catholic College a place focused on learning; founded on faith.

Student Body Message

2016 was an amazing year. It began with, was filled with and ended with mass enthusiasm and school spirit from the entire O'Connor community. To be at the head of the student body in a leadership position, both as Year 12 and leadership team, was an honour and privilege.

Our chosen motto of "Today is Ours", represented the opportunities given to us and the notion that to live life to the fullest it is our responsibility to seize each day for our own. Additionally, it recognised the strength of the O'Connor community and its importance in the life of every student, teacher and staff member.

Throughout the school year, we believe that the greatest achievement of the class of 2016 was their continuing efforts to be role models and represent the College to the best of their ability. We hope this effort and dedication to O'Connor reverberated throughout the College and encouraged the entire school to say "Today is Ours".

To have been a part of and watch the growth of O'Connor throughout 2016 was a privilege, and we wish all the best to every person, student, staff and associate, the best for the future.

SECTION TWO: SCHOOL FEATURES

O'Connor Catholic College is a Catholic systemic Co-educational College located in ARMIDALE.

The College shares with other Catholic schools from 4 feeder parishes including Armidale, Uralla, Guyra and Walcha.

The vast majority of students come from European cultures and backgrounds. The largest other group is our aboriginal students who make up approximately 8% to 10% of the student population.

Special College events include:

1. The Musical "Annie";
2. Founder's Day;
3. A large variety of sporting events. Students have the opportunity to progress through to State and National representation;
4. Woodwind and String ensembles;
5. Opportunity for students in Dance. Elective curriculum options (9 to 12) as well as co-curricula;
6. Competitions in a range of areas including ICT, Mathematics, and Writing;
7. NAIDOC celebrations and;
8. Fundraising events for Caritas and Catholic Missions Australia.

While the College was established with the amalgamation of the Ursuline Convent and the De La Salle College, the College is more able to take part in formation opportunities through the support of the De La Salle organisations.

The College has excellent teaching and learning resources and ICT is integrated into a 21st century pedagogy. Teachers and students are passionate about our College and are proud of our 40 year history.

The College works closely with the Catholic primary schools in the diocese with combined Masses, end of year celebrations, an extensive transition program for students entering high school and a combined Creative and Performing Concert in term 3 every second year. In 2016 this took the form of our first musical for eighteen years, "Annie"

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
261	225	12	486

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2014, 70% completed Year 12 in 2016.

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 86.83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91.00%
Year 8	90.00%
Year 9	88.00%
Year 10	88.00%
Year 11	87.00%
Year 12	77.00%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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 College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	65%	10%	10%	15%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
44	19	63

* This number includes 38 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	4%
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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 College 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 College held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Staff Preparation Day
Term 2	RE Day run by Bishop of Diocese - A presentation on "Growth"
Term 3	Google Apps Day
Term 4	School Annual Improvement Plan and Strategic Directions

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:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	47
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

O'Connor Catholic College 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.

Liturgical Life.

A weekly parish Mass is held in the College chapel. Students attend Mass as a year group at least once a term and as a whole school at least once a term. The Start of the School Year, and the Feast of Assumption Masses are held at the Cathedral where the whole school attends. Ash Wednesday Mass is held for the whole School except Year 10 Students who represented the College at the parish mass at the Cathedral. Year 7 attend Mass, celebrated by the Bishop, at the Cathedral for Catholic Schools Week. All students have the opportunity for reconciliation before Easter and Christmas. Prayer services for School Captains, Easter, ANZAC Day, Founders Day, St Vincent de Paul Winter Appeal have become traditional ceremonies.

Staff and Student Faith formation

Apart from prayer and faith formation embedded in the curriculum, students in each year group attend a reflection day(s) once a year. Prayer is an integral part of morning pastoral and is systematic in terms as being printed on the morning messages. Students may also attend Wednesday morning prayer before school in the chapel. There is also a Catholic youth group that meets after school on Friday's. Staff participate in prayer before meetings, attend a Staff Religious Education day (Core Catholic Values and Principles) and have the opportunity to attend Diocesan run retreat days. There is also a staff Lenten group and a weekly prayer group that meets in the chapel on Wednesdays.

Social Justice

Social Justice forms an integral part of the curriculum, with each year addressing some aspect of social justice at some stage. The year 8 program involves community service within Armidale. The senior retreat focusses on the plight of the poor and marginalised. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor organising the Vinnies Winter and Christmas appeal. O'Connor participates in the Caritas, Project Compassion each year. The "Paupers Banquet" is the major fund raiser for this. Students visit the elderly at Autumn Lodge on Fridays and cater for The Armidale Stroke Recovery Group once a term.

Parish Links.

O'Connor hosts a parish Mass on a weekly basis where year groups attend. Father Francis was a regular visitor to the school in 2016. Students from O'Connor act as readers, servers and help with the music at Parish Mass. Efforts were made to start a youth Mass at 5.30pm. This was successful and plans have been drawn up to build upon this for 2017. There are four regular family Masses at 10.00am the Cathedral where families from O'Connor are encouraged to attend and stay for morning tea. Principal Charlie Allen serves on the Parish Council.

SECTION SIX: CURRICULUM

The College follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

O'Connor Catholic College offers a broad curriculum seeking to develop the talents of all students. The curriculum follows the mandated courses determined by the NSW Education Standards Authority (NESA) as well as providing flexibility through a range of elective subjects. In keeping with the fundamental existence of the College, Religious Education is compulsory in all Years.

The College is accredited by the NESA to issue the ROSA (Record of Student Achievement) and the HSC (Higher School Certificate).

As well as providing a diverse range of subjects for students to study, the College also caters for the needs of individual students through a specialised Student Support department that incorporates enrichment and tutoring for any student who may need additional support for their learning.

Years 7 & 8-Stage 4. Students study the mandatory NESA courses: English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music and PDHPE. In Year 7 students study Indonesian as the mandatory language and Religious Education is studied in each year.

Year 9 & 10-Stage 5. In addition to the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE, Students may choose two elective courses to study for the two years. Courses commonly offered are: Commerce, Design and Technology, Food Technology, Visual Arts, Music, Dance, Agriculture, Textiles and Physical Activity, Sports Studies and iSTEM.

Years 11 & 12-Stage 6. Students prepare for the Higher School Certificate in these two years. A wide range of courses are offered, including: English to Extension 2, Mathematics to Extension 2, Physics, Chemistry, Biology, Senior Science, Modern History, Ancient History, Business Studies, Legal Studies, Studies of Religion, Catholic Studies, PDHPE, Community and Family Studies, Visual Arts, Music, Dance, Design & Technology, and Textiles. Exactly which course runs in a given year is dependent on the number of students electing each course. We also run an extensive VET program that includes the opportunity for students to gain a Level 2 Certificate in Business Services, Hospitality, Construction and Primary Industries.

If a student in Stage 5 or 6 has a strong desire to study a course that is not running at O'Connor, the course may be undertaken by Distance Education. Extra costs are involved in this. Many

students are electing to do TAFE courses whilst studying for their HSC.

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 College 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 College 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
Year 7	Reading	28.80%	26.20%	16.30%	17.20%
	Writing	12.40%	15.50%	22.20%	26.90%
	Spelling	23.40%	28.20%	14.80%	17.50%
	Grammar	25.90%	27.60%	14.80%	19.80%
	Numeracy	22.80%	30.30%	10.10%	15.10%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	18.20%	20.60%	14.70%	21.40%
	Writing	12.10%	12.30%	41.20%	37.30%
	Spelling	21.20%	21.80%	14.20%	22.80%
	Grammar	13.30%	16.20%	18.90%	27.10%
	Numeracy	18.10%	22.50%	19.30%	17.50%

Higher School Certificate

The results of the College’s Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	11%	49%	22%	51%	62%	50%
English Standard	0%	8%	0%	8%	4%	13%
English Advanced	17%	60%	14%	57%	50%	62%
Mathematics	30%	54%	25%	33%	25%	53%
Personal Dev Health	13%	30%	0%	30%	31%	35%

In 2016 48 students sat for the HSC Exams in 31 separate subjects. Overall there were 5 students with an ATAR of 90 or more: 21 Band 6 (or notional Band 6) and 67 Band 5 results from a wide range of subjects.

In 2016 the number of students issued with a RoSA	93
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Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies and procedures at O'Connor. As well every activity, both in and out of the College is considered with a view that the welfare of each and every student is paramount.

Our Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught so that they can achieve their full potential. The Policy is vital in ensuring positive relationships between students, families and all members of the school staff.

Students from Year 7 to 12 participate in regular Pastoral Care lessons. Topics explored include, internet safety, bullying, rights and responsibilities, self esteem, goal setting, careers information and exploration, good citizenship and respect and dignity for self and others. These topics, and others, are explored through planned lessons and guest speakers.

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

Discipline Policy

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

The College Discipline Policy is based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. The policy is discussed at enrolment, parent teacher interviews, information evenings and school assemblies.

The O'Connor Discipline Policy has been devised and implemented to ensure that each student is aware of their rights and responsibilities and can be safe, happy and well taught in this caring, peaceful and harmonious Catholic environment.

The full text of the College's Student Discipline Policy may be accessed on the College'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

The values of respect and responsibility underpin all policies and procedures at O'Connor. These values are specifically promoted at year-level and full school assemblies, parent information nights and in the College Newsletter.

Additionally students participate in numerous school based activities to address social justice and to help others in the community. Project Compassion in the lead up to Easter and the College St Vincent de Paul chapter are two of the more obvious opportunities for students to become involved in social justice. Other initiatives from the student leadership team and staff are given support throughout the year.

These initiatives and others, promote respect and responsibility by ensuring that quality relationships between families, teachers and students reinforce respect for others and promote both individual and collective responsibility for the welfare of others

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The College 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

A key priority for O'Connor in 2016 was to improve the achievement outcomes for students in the external exams, NAPLAN and the Higher School Certificate. The HSC results for 2016 were the best the College has received with significant achievements including: five students with an ATAR of 90 or more; 21 Band 6 (or notional Band 6) results; 67 Band 5 results; the range of subjects from which the results came from; the number of students who attained personal bests in their final exams/performance and "CallBack" recognition for Dance performance.

With teachers concentrating on their Personal Professional Development Plans, student outcomes continued to be a top priority. Equally the establishment of a Leader of Pedagogy Coordinator has greatly assisted teachers in the implementation of evidence-based pedagogies that has lead to improvement outcomes for students.

In 2016 the College entered the second phase of a Masterplan, with the Education Brief given to architect(s) to explore. The first meeting with the successful architect business will be held in early 2017.

Priority Key Improvements for 2017

In 2017, the O'Connor Catholic Community will continue to work towards becoming an authentic Catholic Professional Learning Community. We will focus on three main pillars: Mission and Evangelisation; Learning and Teaching; and Leadership.

To further enhance our Mission and to continue our work in evangelisation, our priorities to be a faith-filled community where students, teachers and parents have a strong understanding of the Core Catholic Principles and Values and their relevance to our lives today. We will continue to build a faith life that is vibrant, alive and Spirit filled. Our focus is learning and to enhance the learning of all.

The focus for our third pillar, Leadership, is to build the capacity, empowerment and leadership

of teachers and students. Some key strategies include increasing student voice in school decision making both in the classroom about their own learning and in more formal ways through student leadership team and the SRC. To work with teachers to map their career pathways and offer opportunities to lead projects in the school.

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

The Armidale Catholic Schools Office contracted MYP Corporation to conduct surveys of parents, students and teachers in all of its schools in the Diocese. Below are some results of the parent survey for O'Connor.

The top four reasons for choosing O'Connor were 1. Pastoral Care/Wellbeing program. 2. School reputation. 3 Catholic ethos. 4 Size of school/classes

In summary of satisfaction with various aspects of performance parent rated the following. (The categories were 1. Excellent, 2. Good, 3. Requires attention, 4. Immediate action required.

1. Leadership - Excellent, 2. Resources - Good to Excellent, 3. Teaching and Learning - Good to excellent, Catholic Ethos - Good and Improvement Processes - Good

The following statements received the highest approval rating:

Dedicated staff.

Strong organisational structure.

Overall kindness and caring amongst staff and students it creates a non-threatening safe and happy environment.

Excellent morals and discipline within the school.

Staff are happy to work with parents with both personal and academic issues.

Positive learning environment.

Diversity of subjects.

The caring office staff, nothing is a problem and they are always helpful.

Student Satisfaction

1. Leadership - Good to Excellent, 2. Teaching and Learning - Good to Excellent, 3. Catholic Ethos - Good to Excellent, 4. Resources - Good to Excellent, 5. Improvement processes - Good.

Student responses that rated excellent:

Opportunities available including TAFE subjects and the way teachers are happy to help you.
School leaders are also helpful.

My teachers are fair and enjoy being with us.

Everyone is friendly and they never put you down.

O'Connor's smart tidy uniform and fun-caring environment.

Community Spirit.

The commitment teachers have to make the school a better place for us to learn.

Technology and Science labs are great for learning.

I like the number of clubs. Farm, Drama, Vinnies Group, Z Club, Weights, Chess, Dance, Choir, Bands and Orchestra

Teacher Satisfaction

O'Connor staff rated: Catholic Ethos-Excellent; Resources-Excellent; Staff engagement-Good to excellent; Improvement process-Good; Leadership-Good.

Staff responses that rated as excellent:

Being part of a dedicated hard-working team

A very supportive staff. A relative small school where you get to know the vast majority of students. Leadership team is good.

Massive Personal Development opportunities

Well behaved students

Collegiality and support between teacher, ancillary staff and executive staff.

The environment - supportive and caring for staff and students.

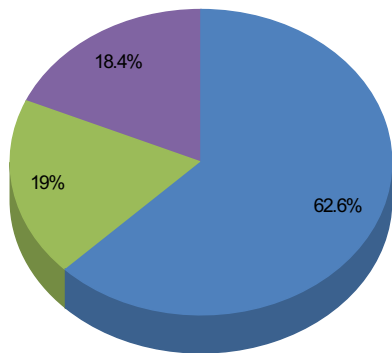
Flexibility in offering courses that are more specialised.

There is a strong and developing culture at O'Connor. Good facilities.

I am committed to Good Catholic education which I find at O'Connor.

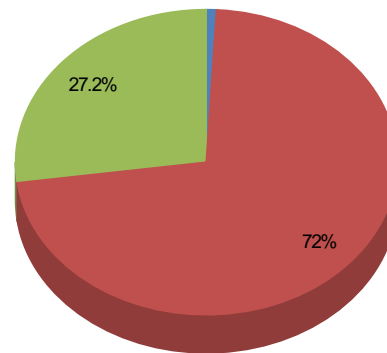
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (62.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (18.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (72%)
- Non-Salary Expenses (27.2%)

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 ¹	\$5,801,777
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,761,795
Fees and Private Income ⁴	\$1,708,936
Other Capital Income ⁵	\$0
Total Income	\$9,478,209

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$75,021
Salaries and Related Expenses ⁷	\$6,289,536
Non-Salary Expenses ⁸	\$2,372,474
Total Expenditure	\$8,737,031

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.