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Contact Details

| ADDRESS       | 2 Wingfield Street  
               | Footscray 3011     |
|---------------|--------------------|
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| PARISH PRIEST | Rev. Fr. Gerard Beasley |
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| EMAIL         | principal@smfootscray.catholic.edu.au |
| WEBSITE       | www.smfootscray.catholic.edu.au  |
Our School Vision

*The Spirit of the Lord has been given to me,*
*For He has anointed me.*
*He has sent me to bring the good news to the poor,*
*To proclaim liberty to captives and to set the down trodden free*
*To proclaim the year of God’s favour*
*Luke 4:18-19*

St Monica’s Catholic School is a learning community that exists to make a difference in the lives of our children by:

- Embracing and modelling a Christian Catholic tradition
- Celebrating, respecting and valuing our diversity.
- Valuing and Acknowledging our Students’ Development Through Education
- Promoting life-long learning to thrive actively in an ever changing global community.
- Upholding a strong a view of social justice that builds trusting relationships
School Overview

St Monica’s Parish and School have a long history in Footscray, tracing their beginnings to before 1852 when the first land grant was made for the building of a Roman Catholic Church. St Monica's is a small and intimate school with an enrolment of 133 students, organised into six classes. The curriculum is rich in experiences and challenges, with a wide range of resources, both human and material.

Just over ninety-nine per cent of our children come from language backgrounds other than English. Our children come from 20 cultural and ethnic backgrounds. This breadth of cultures is an acknowledged source of inspiration and pride to St Monica’s. It fosters an environment of welcome and acceptance. The parents, students, clergy and staff respect each other and the important role each has in educating our children and developing our community. From the first Irish settlers through to the present community, with its wide spectrum of nationalities and cultures, we are drawn together by our faith and our desire to make the best of life in a new country.

Many of our families are recent arrivals in Australia. Fifty-five percent of our families are eligible to receive the Education Maintenance Allowance (EMA).

The school has a hardworking and supportive parent body who work closely with teachers in the development of their children. Building and maintaining positive relationships between all community members has a high priority at St Monica’s.

St Monica’s Students are keen learners. From Prep right through to Year Six they work solidly; making the most of their learning opportunities. As a group they are supportive of each other. The senior students display excellent leadership behaviours. We are incredibly proud of them.

We are grouped as Like Schools Group 3 – having greater than twenty-five percent ESL families. We are SES Level 99 and Funding Band 4.

The school had an enrolment of 132 at the August census. The school has twenty-three staff members: 19 teachers and four administration / ancillary staff. They are actively supported in their roles by the Parish Priest and School Manager, Fr Gerard Beasley.

The school sits on just under half a hectare and makes good use of every square metre. The school’s three buildings were built in 1908 (North Building), 1937 (South Building) and 1996 (Administration and Hall). As of the beginning of July this year the whole school had been renovated and refurbished as a result of the Federal Government’s BER program and additional capital expenditure by the school community. There was great excitement at being able to work in the fresh and inspiring learning spaces by our students and teachers. It was well worth the three years of ‘make do’ during the building process.
Principal’s Report

2011 was indeed a busy and successful year for the St Monica’s School Community. The highlights of the year were:

- Completing the Building the Education Revolution Project
  In April of this year the senior students finally moved into their new and refurbished learning spaces. In July the school was able to use the refurbished library and Administration area. This brought the three year building project to an end. In that time every learning and working space in the school had been rebuilt or refurbished.

- School Performance – *I Sing on the Cake*
  The school community worked together to produce our school performance, ‘I Sing on the Cake,’ a musical interpretation of Glenda Millard’s book, ‘Plum Puddings and Paper Moons.’ Parents, community members, artists, writers and anyone we could coopt worked with the students to create the script, score and props for the production as well as the Arts Exhibition linked to it. It was an amazing experience!

- Inaugural Canberra Trip
  After months of planning our Year Five and Year Six students headed off to Canberra for St Monica’s first school trip to the nation's capital. It was an activity packed week with trips to all the major places of interest. Questacon, Parliament House and The National War Memorial got the students’ votes for top spots to visit.

- National Smarter Schools Partnership (NSSP)
  This project has provided the funds to employ a Numeracy Leaders and Numeracy support teacher. It has also provided support to develop wider parental engagement in school activity. The school community garden and Family Maths Night were major events in the National Partnership calendar. A major initiative of the NSSP has been the Student Wellbeing professional learning made available to the Student Wellbeing Team.

- National History Challenge
  Once again our Year Six class entered the National History Challenge. This competition is held Australia wide from Years Five to Twelve. Five entries received Highly Commended in their category.
Education in Faith

Goals & Intended Outcomes
To develop a greater understanding of ‘Catholic Identity’ and what it looks like in St Monica’s community

Achievements
- Over the course of the year we worked consistently to promote our School Vision and link it to the everyday actions of people in the school community. This was done through classes rewriting the vision in their own language; newsletter articles and displays around the school.
- In looking at the action that flows from the school vision explicit links were made with gospel values particularly respect for an inclusion of all in the community. A number of Social Justice initiatives were a key part of this.

VALUE ADDED
Across the year the school engaged in the following activities aimed at achieving our goals

- **School Masses**
The school joined with the parish community for nine Sunday masses. As well as celebrating each class’s Sunday mass we gathered for The Beginning of the School Year, Eucharist and Confirmation and Graduation Mass.

- **Sacramental Program for Eucharist and Confirmation candidates and their families.**
This program began on Ash Wednesday and had both in class and evening sessions where students and their families explored the meaning and importance of the sacraments. The final celebration was the sacrament Mass on Saturday 4 June where Archbishop Hart confirmed our Confirmation Candidates.

- **Visioning**
Each class group took the school Vision and rewrote it in their own words. They looked for images that explained or exemplified the statements. These were posted around the school.

- **St Monica’s Day**
St Monica’s Day was set aside as a day of reflection, relaxation and FUN! The community joined in a liturgy focused on the life of St Monica, the mother of St Augustine. Students and Parents enjoyed and joined in a performance from an African drumming group. We also shared a meal together.

- **Professional Learning**
Teaching Staff continue to work with the Religious Education Leader once a fortnight to determine direction and plan classroom programs.
Learning & Teaching

Goals & Intended Outcomes
To continue to enhance the learning environment that challenges and supports all learners and caters for individual needs.

- Increase teacher knowledge and skills in ESL methodology
- Increase teacher knowledge and skills in numeracy, in particular the language demands of Mathematics, the development of Maths concepts and working mathematically.
- Continue to provide contemporary learning opportunities that are relevant, rigorous and engaging.

Achievements

- **ESL Methodology**
  Oral Language attainment continues to be a focus in the junior classes. The Literacy Leader and Classroom teacher are undertaking sponsored study with Melbourne University’s professor John Munro in Early Literacy Intervention. Professional Learning Teams – Literacy meet weekly to focus on specific student need and support teachers in refining their understandings, skills and practices in Literacy teaching. Four Classroom teachers are completing the second year of the Reading to Learn professional learning initiative with Dr David Rose of Sydney University.

- **Mathematics**
  A Mathematics Leader has been appointed. Regular planning occurs with teachers to support classroom programs. The School Mathematics Improvement Team was formed to begin the School Improvement – Mathematics professional learning journey. After the initial investigation and analysis the school decided to take part in the intensive school based project in 2012. Our Maths Support teacher, in consultation with classroom teachers devised a number of ‘Maths Hunts.’ These involved work outside the school looking at ‘Maths’ in the real world! Parents were included in the adventures and loved having a chance to work with their children.

- **Contemporary Learning**
  This year the students engaged in a number of units of exploration that included their visit to Canberra, working with Victoria University students in science, planting and harvesting with families in the Community garden and participating in the National History Challenge. The major focus of work in the middle of the year was based on the themes coming from Glenda Millard’s ‘Plum Puddings and Painted Moons.’ Students, staff, parents and community members worked to create a musical based on the book. This work culminated in an outdoor performance in the local Arts Centre amphitheatre.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>95%</td>
<td>5+/- %</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>0+/- %</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>93.3%</td>
<td>6.7+/- %</td>
<td>95%</td>
<td>1.7+/- %</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>0+/- %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>0+/- %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>93.3%</td>
<td>6.7+/- %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>0+/- %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>100+/- %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>95.2%</td>
<td>100%</td>
<td>4.8+/- %</td>
<td>93.2%</td>
<td>6.8+/- %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0+/- %</td>
<td>100%</td>
<td>0+/- %</td>
</tr>
</tbody>
</table>

The small size of each class cohort makes it inappropriate to focus on any particular class achievement. NAPLAN data continues to provide teachers with valuable starting points or confirmation of identified student needs. The current focuses on Oral Language and Mathematics are examples of this.

### VALUE ADDED

- **Public voice in Government** – Senior students pre-work and visit to Canberra the Nation’s Capital

- **Real Life Maths** – what does Maths look like outside the classroom? A series of Maths Hunts that took students of all levels and their parents beyond the walls of the classroom

- **From Seed to Served** – planting and harvesting from our garden. Getting our hands dirty in the name of learning!

- ‘I Sing on the Cake,’ units of work exploring the themes; peace, celebration, love, family and recipes. During the entirety of this unit the students and their families worked with school staff and visiting artists to create songs, dialogue and props for the school production based on Glenda Millard’s, 'Plum Puddings and Paper Moons.'

- **Family Maths Night** – more than ‘Plus’ and ‘Minus’ – ensuring “sums” are not the ‘Sum Total” of Maths. Looking at all the ways Maths pops up in our lives other than in sums and algorithms.

- **Physical Education** – a host of sporting clinics were held across the year to skill and engage students in getting out and getting fit.
Student Wellbeing

Goals & Intended Outcomes
To develop socially skilled and empathic learners who display responsibility and resilience and maintain positive relationships others.

- That all students feel valued and confident in their day-to-day interactions with peers, staff and the community at large.

Achievements

- **Oral Language**
  Oral Language continued to be a focus with an emphasis on building vocabulary and providing opportunities for formal and informal Conversations

- **Social Skills**
  A Social Skills focus was adopted across the year with an emphasis on ‘Greetings’ and ‘Compliments.’

- **Social Emotional Learning (SEL) Professional Learning**
  A group of teachers worked with Erin Erceg from Edith Cowan University in a spaced learning activity designed to explore social development and social and emotional learning frameworks.
STUDENT ATTENDANCE RATE

95%

VALUE ADDED

- **School Performance** – ‘I Sing on the Cake,’ - working together, writing and performing songs, directing the creation of props, interviewing authors and community members was an amazing experience for students and the wider school community.

- **Games Afternoons** – middle school classes met regularly to learn the rules of cooperative engagement through games.

- **Buddy System** – supporting younger student’s reading and oral language skills and providing authentic leadership opportunities for senior students.

- **Staff Professional Learning Tasks** – walking Footscray, visiting businesses owned by student’s families. Building relationships to support learning.

- **‘Meet and Greet’** – focus on making greetings matter through providing ‘scripts’ – stopping, making eye contact and using names when greeting and receiving and giving compliments

- **School Counsellor** – St Monica’s is now able to access the services of a trained school counsellor two days a week. The counsellor supports teachers with strategies and resources as well as taking individual and small group sessions.

STUDENT SATISFACTION

Data received from InsightSRC surveys indicated higher results across all areas covered.

- Student’s responses indicated greater satisfaction in the quality of learning activities and a higher level of engagement.

- Students indicated that the behaviour of their peers was excellent and this supported learning in a variety of ways.

- Connectedness to Peers and School remain strong with a slight increase in the rating.
Leadership & Management

Goals & Intended Outcomes
To build a sustainable culture of shared ownership.
- That quality relationships across the school will improve.

Achievements
- **Role Descriptions**
  Role Descriptions for Leadership have been written and communicated. The increase in rating of the ‘Clarity’ item on the InsightSRC survey is testament to the work done to develop shared understandings of each staff member’s role in achieving school goals.

- **Inclusive Professional Learning**
  Professional Learning opportunities, including Professional Learning Team (PLT) meetings, Staff Meetings, external seminars and school closure days are planned with regard to the high number of part time staff. Negotiation and compromise occur to maximise the potential for as many staff members to engage in professional learning and conversations.

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>95 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>77 %</td>
</tr>
</tbody>
</table>

**Teacher Qualifications**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0 %</td>
</tr>
<tr>
<td>Masters</td>
<td>9 %</td>
</tr>
<tr>
<td>Graduate</td>
<td>41 %</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0 %</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>25 %</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>25 %</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0 %</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

- Literacy Intervention – John Munro
- Foundation Years – Literacy
- Reading Recovery
- Literacy Clusters
- Religious Education Network PD
- Strategic Improvement Mathematics
- Numeracy – Maths Leadership
- Literacy Leadership
- Howard Gardner – Five Minds for the Future (ACEL)
- Administration & Finance seminars
- Social & Emotional Learning – Erin Erceg
- Looking In Conference – Family & School Partnerships
- Local Knowledge Tours

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 18

AVERAGE EXPENDITURE PER TEACHER FOR PL | $2520

TEACHER SATISFACTION

Teacher Satisfaction remains high. Areas that have seen improvement or continue to give particular satisfaction and support are:

- Student Motivation and Behaviour – teachers believe that the enthusiasm and engagement of our students provides one of their most valuable aides in delivering effective learning programs.

- Professional Growth – The increase in satisfaction in this area is a great tribute to work done by all members of the staff in developing support networks for part time staff and structuring Professional Learning opportunities that are as inclusive as possible.

- Ownership and Empowerment- teachers believe the level of autonomy and support they receive allows them experience greater success in improving student achievement.

- One of the greatest areas of satisfaction was the excitement of finally completing the Building the Education Revolution program and moving into our new learning spaces.
School Community

Goals & Intended Outcomes
To improve parent connectedness to their child’s learning through promoting a common purpose and shared understandings

- That there is a stronger sense of partnership between parents and teachers in the education of their child/children.

Achievements

- **Community Garden**
  2011 saw the first planting and harvest of our Community Garden. Parents, staff and students worked together to create and care for this space. After school ‘Dig and Dinner’ and ‘Weed and Feed’ sessions were a time to work and socialize together, building relationships and developing shared understandings about how we each add to the educational outcomes of our community.

- **School Performance, ‘I Sing on the Cake.’**
  Best selling authors, artists, community agencies and families worked together to create a musical, dramatic and artistic representation of Glenda Millard’s, ‘Plum Puddings and Paper Moons.’

- **Playgroup**
  A group of parents formed a playgroup as a support for parent learning. The group meets each week and is open to any local family. School staff and external agencies interact with the playgroup, providing learning ideas and health advice for parents.

- **Events**
  Shared Afternoons, Maths Nights, Mother’s Day Afternoon Tea, Literacy and Parent Nights, Class Excursions and school assemblies all provide opportunities for members of the wider school community to connect.

PARENT SATISFACTION

Parent Satisfaction increased in all areas this year. Of particular interest were;

- Parents continue to find the reporting process supportive. This includes the formal and mandated reports, but also the informal chats, telephone calls and ‘catch up’ sessions teachers have with parents.

- School staff members are still seen as approachable. The afternoon practice of dismissing children from the school hall is an excellent opportunity for parents and staff to meet regularly and get to know one another.

- Parents also believe that the behaviour and motivation of our students is good and getting better.
## Smarter Schools National Partnerships

### IMPROVEMENT TARGETS/MILESTONES

That there is a stronger sense of partnership between parents and teachers in the education of their child/children.

That quality relationships across the school will improve.

That all students feel valued and confident in their day-to-day interactions with peers, staff and the community at large.

### IMPROVEMENT STRATEGIES

**Improvement strategies the school developed in 2011 to meet the improvement targets.**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s SEL team engaged in with Erin Erceg of Edith Cowan University in a spaced Professional Learning program</td>
<td>Staff Members developed greater understanding of the importance of SEL in achieving positive outcomes for students. Initiatives flowing from the learning continued the focus of developing socially and academically confident young people.</td>
</tr>
<tr>
<td>The school engaged in the SIM program. This program was aimed at building school capacity in the school’s ability to improve student outcomes in Mathematics</td>
<td>A Maths Team was formed, led by the Numeracy Leader. The team engaged in Professional Learning opportunities where they had input on current leading research into student learning in Mathematics. They also developed a School Mathematics Development Plan.</td>
</tr>
<tr>
<td>The school’s leadership team utilised consultancy support available (Philip Holmes-Smith / Insight SRC / Data workshops) to engage the staff in data analysis to drive school improvement.</td>
<td>Staff members have developed a strengthened awareness of the implications of the School Improvement Survey data and/or NAPLAN for school improvement. This includes awareness at cohort level of student’s literacy and numeracy needs and direction for teaching.</td>
</tr>
<tr>
<td>The school reviewed and revised the School Improvement Plan and Annual Action Plan (AAP) to ensure alignment with National Partnerships</td>
<td>The school has a literacy/numeracy focus plan that is aligned with National Partnerships and the specific needs of the school community.</td>
</tr>
<tr>
<td>School staff applied for CEOM sponsored study in a Master of Literacy</td>
<td>The school is committed to strengthening family engagement in learning, as demonstrated in the School Community and Learning and Teaching goals.</td>
</tr>
<tr>
<td>The school actively participated in CEOM professional learning opportunities to engage effectively in the Smarter Schools National Partnerships reform agenda.</td>
<td>Key school staff attended the CEOM Look In Conference in June and used this as a planning opportunity for the Family School Partnerships initiative.</td>
</tr>
</tbody>
</table>

### 2011 OUTCOMES

**The achievements in 2011 in relation to these improvement strategies.**

- School staff applied for CEOM sponsored study in a Master of Literacy
- The school actively participated in CEOM professional learning opportunities to engage effectively in the Smarter Schools National Partnerships reform agenda.
- The school’s SEL team engaged in with Erin Erceg of Edith Cowan University in a spaced Professional Learning program
- Staff Members developed greater understanding of the importance of SEL in achieving positive outcomes for students. Initiatives flowing from the learning continued the focus of developing socially and academically confident young people.
- A Maths Team was formed, led by the Numeracy Leader. The team engaged in Professional Learning opportunities where they had input on current leading research into student learning in Mathematics. They also developed a School Mathematics Development Plan.
- Staff members have developed a strengthened awareness of the implications of the School Improvement Survey data and/or NAPLAN for school improvement. This includes awareness at cohort level of student’s literacy and numeracy needs and direction for teaching.
- The school reviewed and revised the School Improvement Plan and Annual Action Plan (AAP) to ensure alignment with National Partnerships
- The school has a literacy/numeracy focus plan that is aligned with National Partnerships and the specific needs of the school community.
- The school is committed to strengthening family engagement in learning, as demonstrated in the School Community and Learning and Teaching goals.
- Key school staff attended the CEOM Look In Conference in June and used this as a planning opportunity for the Family School Partnerships initiative.
2012 PLANNED PROGRESS

- Staff who received sponsorship for post graduate studies in leadership will be provided with opportunities to demonstrate leadership capacity in the school by contributing more significantly to the school improvement planning process.
- The school will refine its strategic approach to Family-School Partnerships to enhance learning. This will include the identification of issues that impact on family involvement in learning; planning and engagement with the Family-School Partnership Convenor and the implementation of strategic activities to strengthen school-family-community partnerships for learning.
- The school will implement organisational structures that facilitate collegial coaching in Literacy to build teacher capacity.
- The school will implement organisational structures that facilitate collegial coaching in Mathematics to build teacher capacity.
- The school will continue to monitor student progress and be responsive to individual learning needs and the diversity of the school community.

FINANCIAL

SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

The National Partnership (NP) your school is participating in LOW SES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$182,262</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$32,564</td>
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<tr>
<td>2011 State NP actual allocation</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$186,767</td>
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<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$235,683</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*Please note expenditure at the school level may not have been spent in the year the direct support was received.*
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>45,997</td>
</tr>
<tr>
<td>Other fee income</td>
<td>0</td>
</tr>
<tr>
<td>Private income</td>
<td>22,649</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>345,156</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,206,635</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>1,620,437</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,082,150</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>289,080</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,371,230</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>12,444</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>87,868</td>
</tr>
<tr>
<td>Other capital income</td>
<td>147,556</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>247,868</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>403,237</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>58,014</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>56,584</td>
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</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally, when assessing the private income of the school include both recurrent and capital school fees.