



# **2022 EDUCATIONAL & FINANCIAL REPORT**

Prepared by Susan West, Principal  
June 30, 2023

# CONTENTS

<b>School Overview Information</b>	<b>3</b>
• Context	
• Message from Key Bodies	
• 2022 School Activities	
• School Community Satisfaction	
• School Life at Liberty	
<b>School Strategies</b>	<b>8</b>
• Achievement of Priority Areas from 2022	
• Priority Areas for Improvement in 2023	
• Respect and Responsibility	
<b>Staff Information</b>	<b>13</b>
• Workforce Composition	
• Professional Learning	
• Curriculum Delivery	
<b>School Policies</b>	<b>15</b>
• Enrolment	
• Student Welfare	
• Discipline	
• Anti-Bullying	
• Complaints and grievances	
• Non-Attendance	
<b>Student Outcomes and Performance</b>	<b>17</b>
• Standardised National Testing	
<b>Student Information</b>	<b>18</b>
• Cohort Composition	
• Attendance Rates	
<b>Financial Information</b>	<b>20</b>
• Income	
• Expenditure	

# SCHOOL OVERVIEW INFORMATION

## Context

Liberty College has been providing quality Christian Education in Tamworth since 1999. 2022 was the 24th year of operation. The College serves as a ministry of Liberty Church Inc. Liberty College is fully registered and accredited as a primary school. The school is registered with NESAs and is due for registration renewal in 2023.

The school is located on the southern edge of Tamworth, just minutes from the city centre. The school property is surrounded by small farms with picturesque views of the Tamworth hills. Regional development is occurring in closer proximity to the school including retail, industrial, sporting, tourism, aged care facilities and housing. This development has contributed to the growing population in the Tamworth Regional area which was estimated to be 64, 459 in 2022.

The school caters for a diverse range of families and cultures. In 2022, there were 43 families, with an FTE of 58 students. The student population includes students from Australia, the Philippines and African countries. 52% of the students identified as Indigenous. The students interact well and enjoy the opportunities and challenges of learning together in a multigrade learning environment of 3 classes; a K/1 class, a grade 2/3 class and a class of students in grades 4/5/6.

The school has an SES index of 81 and therefore significant support is needed and provided to families to access quality Christian education and for the students to receive high quality teaching and learning experiences to meet their needs. Addressing the barriers to education for this group of the community is a vital component of Liberty's enrolment process and the support programs that are offered by the school.

Liberty offers a unique schooling option for many students that do not 'fit' into other schools. The school caters for a range of student needs and currently supports students presenting with vision impairment, autism spectrum disorder, speech and language delay, poor motor-coordination, anxiety disorders, ADHD and other social-emotional disorders. In 2022, 12% of the students fell into one or more of these categories.

Liberty College has a well-stocked library including a large selection of modern teaching resources in each subject area. During 2022, a full set of new reading materials, including decodable readers were purchased for use within class to enhance to help address the Literacy needs of students.

Liberty College provides a family atmosphere in which parents and caregivers are encouraged to be involved as partners in their children's education through in-school volunteer work, home support and attendance at school events. Many of these opportunities were not available following the pandemic and were slowly introduced in 2022 with everything expected to be back in full operation in 2023.

The school staff understand the importance of their role as facilitators for learning and models of Christian values to the children in their care. As committed Christians, all staff undertake the privilege of supporting parents in their responsibility to bring up their children "in the training and instruction of the Lord" (Ephesians 6:4). With this as our foundation, all subjects are taught from a biblical perspective, allowing the values of the Bible to form the basis of teaching and learning experiences.



Landscaping and passive play area near the classrooms.

## **Messages from Key Bodies**

### **Principal**

2022 was a very full year. As the school was unable to secure an additional teacher, I took on the K/1 teaching position. While this was anticipated to be a short-term solution, it did continue for the entire year, putting undue pressure on the general operations of the school. It did however provide me the opportunity to have valuable input into the youngest and newest students in the school, to build culture into these students and gain an understanding of the needs of this cohort as they entered school.

The school staff make serving at Liberty easy. Throughout the year, their ability to take on additional tasks to support the day-to-day running of the school were recognised and appreciated. So, too is the love and grace shown to the students and their families.

At Liberty, we enjoy seeing the growth and development in our young people and their impact in the school as they interact and care for each other. It is always encouraging to hear a student say to a peer, “we don’t do it that way at Liberty”. They are champions for teaching and reminding each other about school culture.

It was also a pleasure to be guest speaker at Liberty’s mainly music program on a few occasions. This is a great opportunity to support the ministry, promote the school and provide practical advice to families who are raising a new generation of young people in more challenging times.

We returned to an on-site Presentation Night in 2022 following the previous year’s gathering restrictions. Seven grade 6 students were farewelled who will commence High School in 2023. They are heading off to five different high schools across Tamworth. The 2023 School Leaders were announced, and we congratulate them as they take on leadership roles in the school in the coming year.

I wish to thank the school and church community for their concerted efforts throughout the year as we partner with families to teach and nurture our young people, and particularly thank the Incorporated Board for their support of me in my role as Principal.

Mrs Susan West  
Principal

### **School Council**

Liberty Christian Primary School had a strong 2022 with extra enrolments giving us a significant financial boost. The non-availability of classroom teachers meant our principal Susan Philp returned to the K-1 classroom for the year. Our principal then changed her name to Susan West when she married Steven later in the year (congrats to both).

I continue to be very thankful for the incredibly hard work by all the school staff for all their extra time, effort and dedication. All our staff go beyond the norm in ensuring that our students get the very best education but most of all, to develop each and every one into the mighty people they were meant to be.

Our strong enrolment numbers meant that we were able to provide a permanent support worker position in each class. The school purchased extra laptops and other IT hardware to enable each student access to their own computer, which along with better access to educational programmes online, will further enhance the learning of

our students. Funds were also spent on updating various other pieces of equipment, most notably carpet for the school auditorium, air conditioning and a new ride-on mower for our grounds.

Our Principal Susan West continues to provide great leadership and support to the school. Our teachers are well connected and focused, with a willingness to innovate and team build over and above the expectations of the School Council Chairman. The scarcity of teachers in general and with Christian faith in particular looms as a huge problem for us and the wider education sector as we proceed into 2023 and beyond.

Finally, we will not forget our vision for our school community: to acknowledge Jesus as Lord in our lives, to strengthen each and every family and most importantly, to enable each and every student to fulfil their God-given destiny; to become the most amazing person they have been designed to be. There is nothing better than seeing our students develop into mighty young men and women!

A big thank you to all the school community, our families and students, along with our staff and church family for the fabulous work everyone puts in to make Liberty Christian Primary School the very best school in Tamworth.

Mr James Ardill  
School Council Chairman

## School Community Satisfaction

The annual School Community Survey encourages reflection across 6 domains: School Values, Community, Communication, Teaching and Learning, Student Welfare and School Facilities. Each focus area had a series of statements and the opportunity to make additional comments was provided. Respondents graded the list of statements in each area using a five-point grading scale from fair (1) to excellent (5).

<b>Responses</b> 14
------------------------

Components	Average Response	Comments
School Values	4.6	This continues to be a strength area in the school. Families appreciate that the values of the school reflect those they hold at home. One respondent commented that, "We really appreciate the school's values and care for our son and family."
Community	4.5	As school life returns to normal, it has been exciting to offer families the opportunity to join us for on-site events. These events build community and provide opportunities for families to connect with each other.
Communication	4.5	The school uses Compass as the main avenue for communication with families and this has been successful. One respondent indicated that, "Compass is great for day to day and upcoming events." Every family has at least one caregiver accessing Compass. While general school communication is well-embedded, one area to consider is how to provide more regular feedback to families from teaching staff. Encouraging families to take up the opportunity for parent-teacher interviews is a vital way to do this.
Teaching and Learning	4.5	The highest rated factors in this area were around being taught well and Biblical values being evident in teaching and learning. This highlights the effort and

diligence of teachers in providing teaching and learning opportunities for students that are authentic, rich, engaging and differentiated according to student learning needs. The increase of 1-1 devices during the course of the year were an added element to further broaden the scope for teaching and learning.

Student Welfare

4.4

“Caring and loving” is one comment that encapsulates the way Liberty approaches the area of student welfare. At Liberty, we are concerned with not just the academic success of students, but recognise that how students perform is directly related to how they are travelling within themselves.

School Facilities

4.5

During the year, the school was able to upgrade carpets and air conditioning in the auditorium. This freshened up the room that is used for Assemblies, indoor sport and Creative Arts activities. The general school facilities continue to be upgraded as funds allow.

# SCHOOL LIFE AT LIBERTY



Playground accommodations



Birthday celebrations

*“They’re like a big family! My kids have never had an issue with bullying.”*



Harmony Day



Fruit skewers

*“My daughter who was shy is always looking forward to going to school now.”*



Time to read



Archery lessons



NRMA Bus Safety Program



Learning accommodations



Remembrance Day

*“It’s made fun for the children as well as leaning.”*

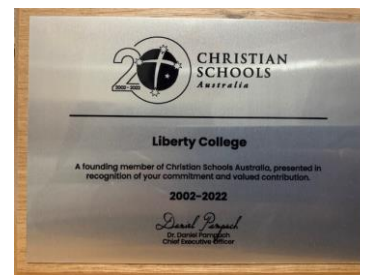
*“Couldn’t ask for a better school.”*



Yr 6 fun



Team Colour Day



20 Years with CSA



Learning together



New school signage

*“We really appreciate the schools values and care for our son and family.”*



Gymnastics lessons



# SCHOOL STRATEGIES

## Achievement of Priority Areas from 2022

Priority Area	Desired Aim	Progress
<b>Enrolments</b>	Increase enrolment numbers to 50 students.	The 2022 school year ended with 56 students. This had steadily increased throughout the year. The majority of these students had transferred from other local schools to Liberty.
<b>Student Achievement</b>	Provide Literacy intervention so that all students achieve to a level of 'needs monitoring' or within 'expected range' according to the ESTA-L Screening Tool for Phonological Awareness, Phonemic Awareness and Phonics.	Due to teacher availability, Liberty was unable to meet this priority area of Literacy Intervention. Although funding was available under the COVID Intensive Learning Program funding, the parameters of the funding required a teacher to facilitate the program and these were scarce in 2022. It is anticipated that this situation will be resolved in 2023. As a response to this, the school was able to engage a full-time support staff member for each class to support teachers and the learning need's of students.
<b>Curriculum</b>	Train, implement and embed the New Soundwaves Spelling Program throughout the school, utilizing the online learning platform and assessment tools.	Teachers have successfully trained and implemented the Soundwaves Spelling program and students are enjoying the additional aspects of the online component. The assessment tools are yet to be used across the school.
<b>Community Action</b>	Increase the involvement of the school community in the Liberty Bonfire, encouraging senior students to serve along with parents and staff.	The 2022 Bonfire and Fireworks night was well supported as a community event. The welcome team was responsible for filling and handing out showbags. The team consisted of 8 eager students from years 5 and 6 and some school parents. Even some past Liberty students asked to be part of the team and serve at the event.
<b>Technology</b>	Replace student devices in the 4/5/6 classroom to provide 1:1 access and upgrade programs so that all machines have access to Microsoft Office.	All students in 4/5/6 were provided with an individual laptop for use on-site. This allowed older stock to be circulated down to the 2/3 class. It is anticipated that more devices will be available early in the new year. Access to Microsoft Office is being rolled out across all new devices which matches the system used on the classroom technology.



<b>School Environment</b>	<p>Complete the landscaping at the far end of the classroom block to the fence line and resurface the main drive area of the front carpark to provide a more solid base for higher volume of vehicle traffic.</p>	<p>The passive play area has been extended to the fence line and grass is well-established in this area. The drive-way upgrade has been postponed due to inclement weather during the period allocated for the resurfacing in the school holidays.</p>
<b>Student Wellbeing</b>	<p>Continue to develop the well-being programs (Strength and Incredible Me) for Stage 3 students to become an annual program consisting of two series to run in alternating years.</p>	<p>The Strength and Incredible Me programs have not been re-introduced to date. These are on the agenda for 2023.</p>
<b>Communication</b>	<p>Streamline the amount of information provided to families using the Compass Parent Portal and replace the fortnightly newsletter with a term publication. Increase engagement with the Parent Portal to 85% of families accessing on a regular basis.</p>	<p>During 2022 the uptake for Compass continued to increase. By the end of 2022, every family had at least one caregiver accessing Compass. The newsletter became a term publication with all day-to-day activities and events communicated via Compass and an overview outlined in the newsletter.</p>
<b>Staff</b>	<p>Commence developing a Staff Appraisal Program for implementation in 2023.</p>	<p>This remains a pending goal for the 2023 school year due to the Principal being engaged in full time classroom commitments for 2022.</p>
<b>Governance</b>	<p>Develop a Strategic Plan to guide the direction of the school.</p>	<p>This is a pending strategy as the School Board has focused on the management and staff availability demands of the school.</p>

## Priority Areas for Improvement in 2023

Priority Area	Desired Aim
<b>Enrolments</b>	To increase student numbers so that each class has solid enrolments allowing the Board to consider establishing a fourth class by 2024.
<b>Student Achievement</b>	Provide Literacy intervention so that all students achieve to a level of 'needs monitoring' or within 'expected range' according to the ESTA-L Screening Tool for Phonological Awareness, Phonemic Awareness and Phonics.
<b>Curriculum</b>	Review and update the school's Scope and Sequence documents to reflect new resources available and the New NSW K-2 English and Mathematics curriculum.
<b>Community Action</b>	Increase the involvement of students and caregivers in the annual Bonfire & Fireworks night as an opportunity to serve the local community.
<b>Technology</b>	Increase laptop numbers to provide 1 to 1 device access across the school, utilizing older models as back-up machines.
<b>School Environment</b>	Re-establish the school vegetable garden with parent volunteer and student help so it can be used to produce food items for the Crunch & Sip® program.
<b>Student Wellbeing</b>	Engage with local agencies to provide support and resources to improve well-being for students and families within the school.
<b>Communication</b>	Increase the information provided to families about individual class matters, including photos of events and student achievement.
<b>Staff</b>	To upgrade the staffroom to be a more user-friendly and resourced area for school staff to come together.
<b>Governance</b>	Develop a Strategic Plan to guide the direction of the school that reflects the direction of the Liberty Incorporated Board.

## Respect and Responsibility

The school has taken action to promote respect and responsibility between all members of the school community. The discipline policy's underlying principles are based on responsibility and therefore this is already an integral part of the ethos of the school. The school is committed to encouraging a high level of respect among students, parents and carers and staff.

Strategies include:

- There is a set of School Rules comprising 5 areas of responsibility for students. The rules were formed with a Biblical foundation of to Love, Honour and Serve others. These have been integrated into the life of the school and well-known by students. Staff refer to these when discussing student behaviour expectations.
- The school implements the “Bucket Filler” program. This program is a character development program that is based on the premise that everyone carries an invisible bucket that holds their good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. During this school year we are encouraging, reminding, and recognizing everyone's efforts to be bucket fillers at home, at school, and everywhere they go.
- Class-based teaching and learning activities - what is respect?, how do we show respect?, respecting others, gaining respect, taking responsibility for our actions and personal responsibilities. Such values are readily displayed in the multi-grade classroom as students interact and respond to each other, regardless of a student's age. Issues of respect and responsibility are reflected in many of the Key Learning Areas.
- The WorryWoos program presented to Kindergarten and Year 1 promotes respect of others, acknowledgement of differences and responsibility in regards of personal behaviour and how students respond to their peers.
- A list of responsibilities for staff, students and parents are published in the school handbook.
- Year 5 and 6 students attend a leadership training day run by the GRIP Leadership Team. This event provides student leaders the opportunity to liaise with peers from other schools, learn and practice leadership skills, learn the importance of showing respect for those around them and develop confidence in their ability as leaders to take on this responsibility at a school level. This has proven to be a worthwhile strategy towards promoting respect and responsibility within the school. In a small school, the value of senior students in modelling and mentoring younger students has a profound impact and building capacity in senior students to take on this responsibility is a key to success in this area.
- Students are rostered to collect the mail from the letterbox. It is the students' responsibility to collect the mail daily and return it to the office for the duration of one week. Other duties include raising and lowering the flag and collecting the clipboard at the end of the day with messages for staff and students.
- A ‘Student of the Week’ award is presented to a student each Friday. The criteria to achieve this award includes demonstrating behaviour that shows respect to peers and school staff, responsibility in various areas, ability to follow directions and represent the school with pride.

- Student School Leaders take on leading the sport teams with responsibilities including mobilising and encouraging their team, organising and setting up activities and supporting staff during daily fitness activities.
- The school has registered to participate in the Aussie of the Month program to commence in 2023. Aussie of the Month is a primary school civics recognition program, delivered by the same network that presents the prestigious Australian of the Year Awards. Aussie of the Month recognises and celebrates personal endeavour, achievement, and contribution to the community and reflects the universal values we share as Australians, such as fair go, mateship, respect and inclusion. This will be a worthwhile way to encourage and celebrate respect and responsibility at Liberty.

## STAFF INFORMATION

### Workforce Composition

All staff at Liberty College are committed Christians and are linked in with a local church. All staff subscribe to the school's Statement of Faith outlined in the staff contracts and are committed to teaching from a Christian worldview perspective.

All staff, bar one continued in their current capacity into the 2022 school year. There were no staff that identified as Indigenous.

Two additional teaching staff and an additional support staff member were employed during the course of 2022 to meet the growing needs of the school. The new teaching staff provided RFF to teachers and an additional allocation of RFF for the Principal who had returned to classroom teaching. Previously employed support staff were retained from the previous year. Support personnel are utilised both in the classroom and playground. The focus of aide time in the classroom is for students with disabilities and general classroom and teacher support.

### Professional Learning

This table outlines the Professional Learning undertaken by the teaching staff during the course of the year.

Congratulations to Mrs Karen Campbell and Mrs Susan West who have maintained accreditation as Proficient teachers and now commenced their second maintenance cycle with NESAs.

	Teaching Staff				PD Title	Duration	NESA Endorsed
Karen Campbell	Julie Haworth	Heather Simpson	Myandran Subrayan	Susan West			
•	•	•	•	•	Annual Duty of Care & Child Protection	1 hr 30min	×
•				•	Introducing the new NSW Primary Curriculum	2hrs	✓
•	•	•	•	•	Consolidating and Extending Teaching During COVID-19	5hrs	✓

## Curriculum Delivery

Numbers of teaching staff (as defined by the *Teacher Accreditation Act 2004*) who are responsible for delivering the curriculum in the following categories:

Category	Description	Number
(i)	having teaching qualifications from an higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	5
(ii)	having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications	0

## Teaching Qualifications

Surname	Name	FTE	Accreditation	Years of Teaching Experience	Subjects Taught	Year/Role	Qualifications		
							Qualification	Location	Obtained
West	Susan	1.0	Proficient	26	Primary KLA's	K/1	B. Education (Primary)	Sydney University	1997
							Masters in Leadership	Morling College	2020
Campbell	Karen	1.0	Proficient	41	Primary KLA's	4/5/6	Diploma of Teaching	Armidale College of Advanced Education	1982
							Bachelor of Education	Australian Catholic University	1994
Haworth	Julie	0.8	Proficient	45	Primary KLA's	2/3	Diploma in Teaching	Armidale College of Advanced Education	1977
Simpson	Heather	0.4	Proficient	36	Primary KLA's	K-6 RFF	Diploma in Teaching	Armidale College of Advanced Education	1994
							Bachelor of Education	Armidale College of Advanced Education	1988
Subrayan	Myandran	0.4	Provisional	3	Primary KLA's	K-6 RFF	Diploma of Teaching	Masters Institute, New Zealand	2004
							Bachelor of Education (Conversion)	College of Christian Higher Education NSW (NICE)	2005

# SCHOOL POLICIES

## Enrolment

A full text of the school's enrolment policy, including all prerequisites for continuing enrolment can be found on the school's website. Link is located at the end of section.

## Student Welfare

Liberty College will provide a safe and supportive school environment for the whole school community through considering the welfare of students, the need for encouragement for every student and by providing fair and appropriate discipline.

The premise underlying the school's approach to student welfare is 'Responsibility'. Students, parents and teachers have a responsibility to maintain the caring and nurturing nature of the school, and at all times aim for excellence.

## Discipline

The Student Welfare and Discipline Policy outlines the approach to discipline within the school. A strong emphasis on encouragement reflects the Biblical command to aim for excellence and to encourage.

*Therefore encourage one another and build each other up, just as in fact you are doing. 1 Thessalonians 5:11*

Encouragement at Liberty can be verbal and non-verbal. There are many strategies used to encourage appropriate behaviour and respond with procedural fairness to matters requiring a more formal method of discipline. The Colour Level System is the formal mechanism for assessing and responding to discipline issues.

Corporal punishment is not administered at Liberty College due to the provisions of the Education Reform Amendment (School Discipline) Act 1995. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

## Anti-Bullying

The school community are committed to ensuring a safe and caring environment for each member. Liberty College does not tolerate bullying in any form. The policy outlines a definition of bullying, examples, and responsibilities of staff, students and parents in relation to maintaining a bully-free, safe school. The Colour Level System is utilised as a means for determining discipline warranted as a result of bullying amongst students and five school rules set out the behaviours promoted within the school demonstrating how to love, honour and serve others.

The school's policy on Student Welfare, Discipline and Anti-Bullying is embedded in the Student Welfare and Discipline Policy. This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available on the school website or upon request from the school office.



## Complaints and Grievances

The school's Complaints and Grievances Policy provides a procedural pathway for complaints with compassion, fairness, equity and in the grace of Jesus. Liberty College takes as its foundational principle the conflict resolution expressed in the Bible through the following passages:

Matthew 18:15-17

*If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If they still refuse to listen, tell it to the church*

Colossians 3:13

*Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.*

This policy was last reviewed in 2014 and has been implemented since that time with no alterations. A full text of this policy is available upon request from the school office.

## Non-Attendance

At Liberty, parents are required to provide explanation for a student absence. From mid-2020, this could be done by submitting an absence note using the Parent Portal on Compass. Alternatively, via phone call or SMS to the office. An absence form can also be completed electronically via the school's website. If notification is not received by electronic means, parents may provide a note of explanation or complete a standard form letter. These forms are sent home with students following an absence. For unexplained absences of several days, the parents are contacted as a matter of pastoral care. Parents may be required to provide a doctor's certificate if requested for absences in excess of four days. In the event that no explanation or an insufficient explanation is provided, the School Liaison Office may be informed. To increase attendance at school, strategies include meeting with parents, incentive programs and transport plan or other plan determined by identified barriers to attendance.

Information about non-attendance can be found in the school's attendance policy. A full text of the school's attendance policy can be found on the school's website.

**Click [here](#) to visit the Policy Section of the Liberty Christian Primary School Website.**

# STUDENT OUTCOMES AND PERFORMANCE

## Standardised National Testing

NAPLAN testing in grades 3 and 5 is used to assess student learning and to compare performance against National averages. Literacy and Numeracy are taught in accordance with the NSW National Education Standards Authority syllabi and amount to approximately half of the school timetable subject allocations. The table below shows the average score in each of the domains for students at Liberty.

<b>Year 3 NAPLAN</b> 2022 Cohort = 8 students	<b>Year 5 NAPLAN</b> 2022 Cohort = 3 students
--	--

	2017	2018	2019	2020	2021	2022
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	355	323	305	371	321	
Year 5	-	-	-	-	-	-

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 92%  
NAPLAN participation for all Australian students is 95%

<sup>NB</sup> In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

<sup>NB</sup> A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

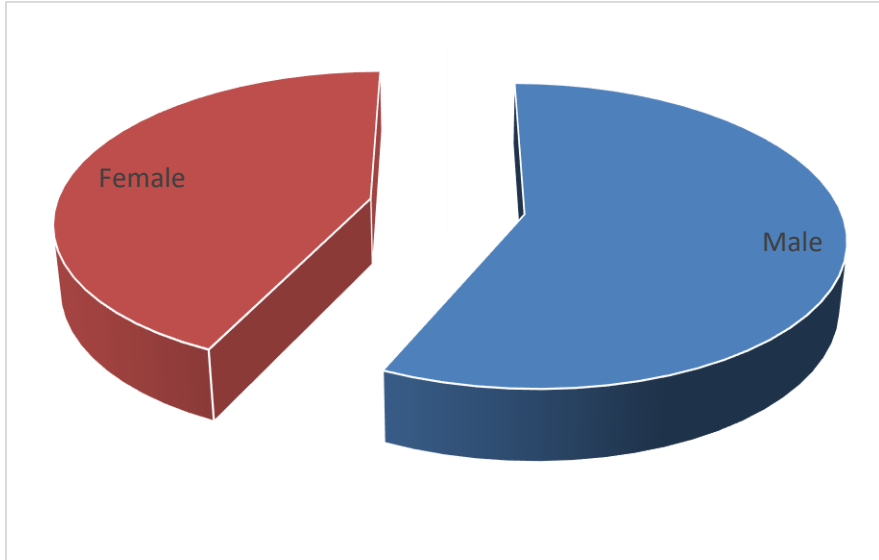
For additional information, click [here](#) to visit the My School website.

# STUDENT INFORMATION

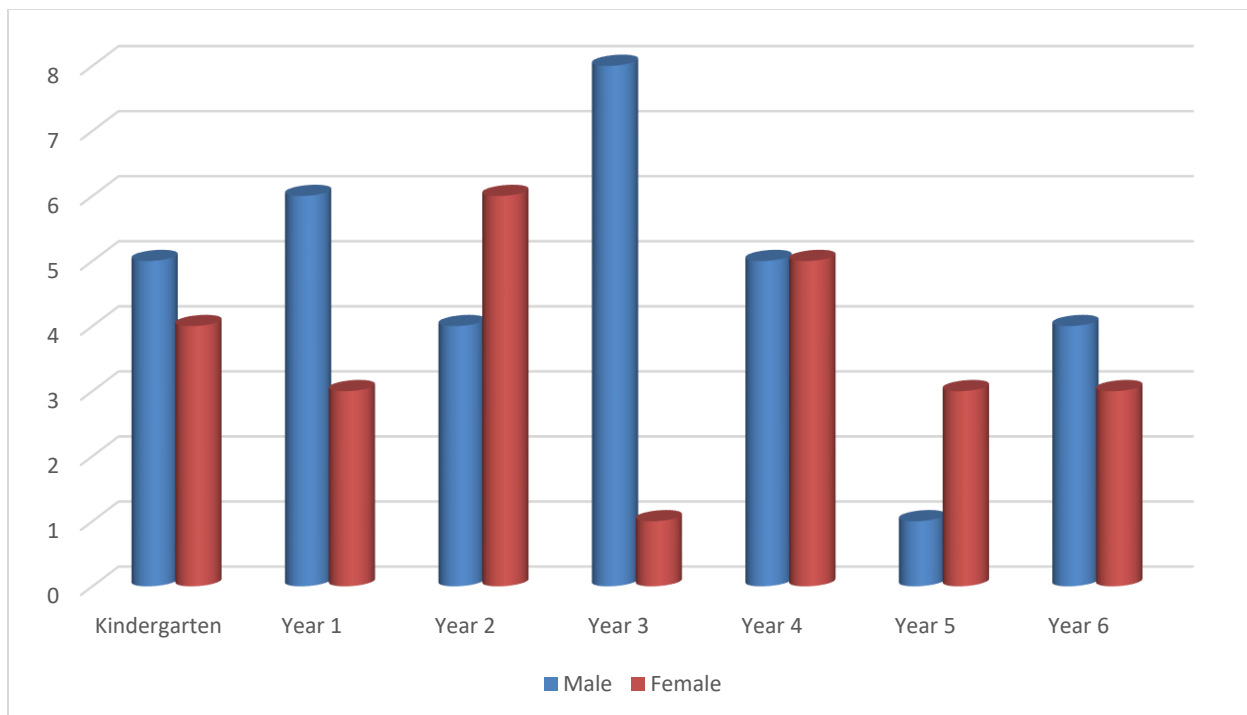
## Cohort Composition

The 2022 school cohort of 58 students are from 43 families.

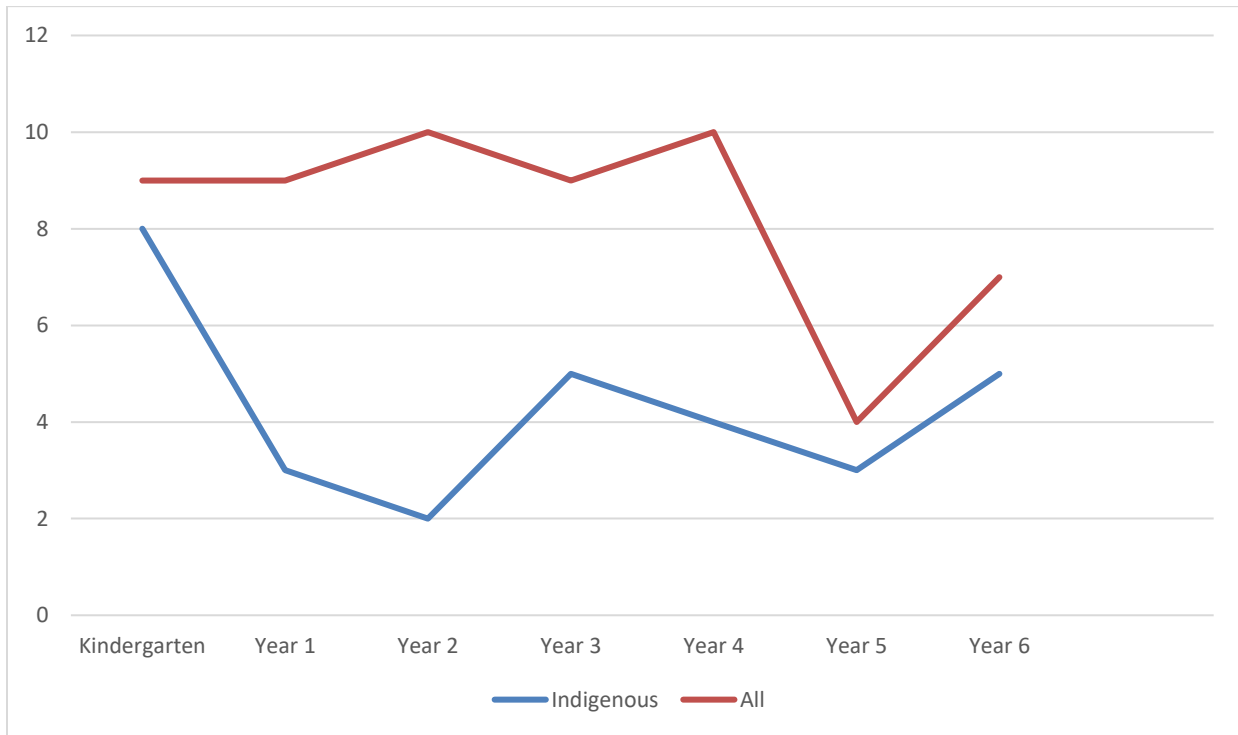
## Student Gender



## Student Composition per Grade



## ATSI Composition



### Attendance Rates

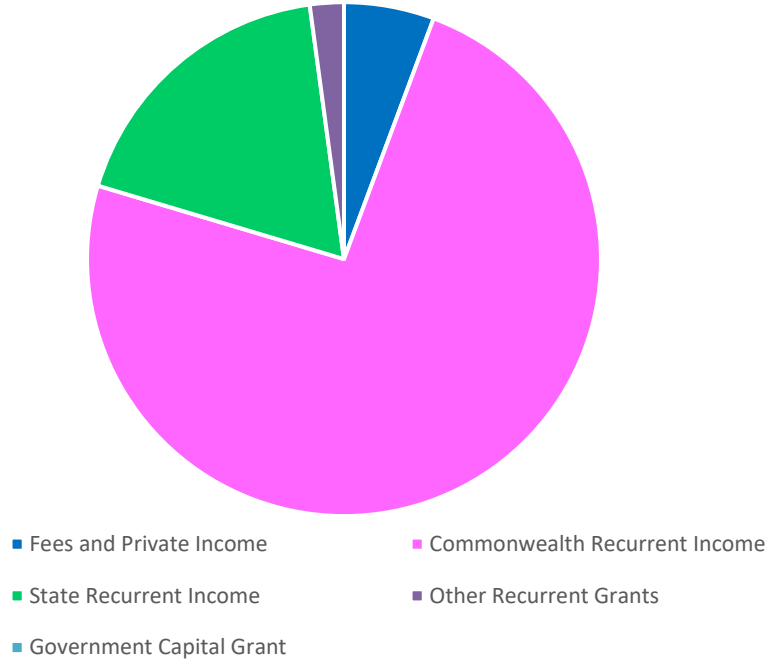
The attendance rates per grade for 2022 are outlined in the table below.

Year Level	All	Indigenous
<b>K</b>	68.19%	68.58%
<b>1</b>	87.25%	83.71%
<b>2</b>	79.25%	78.41%
<b>3</b>	80.56%	71.36%
<b>4</b>	86.02%	86.14%
<b>5</b>	75.57%	68.18%
<b>6</b>	89.94%	90.91%
<b>TOTAL</b>	83.59%	80.63%

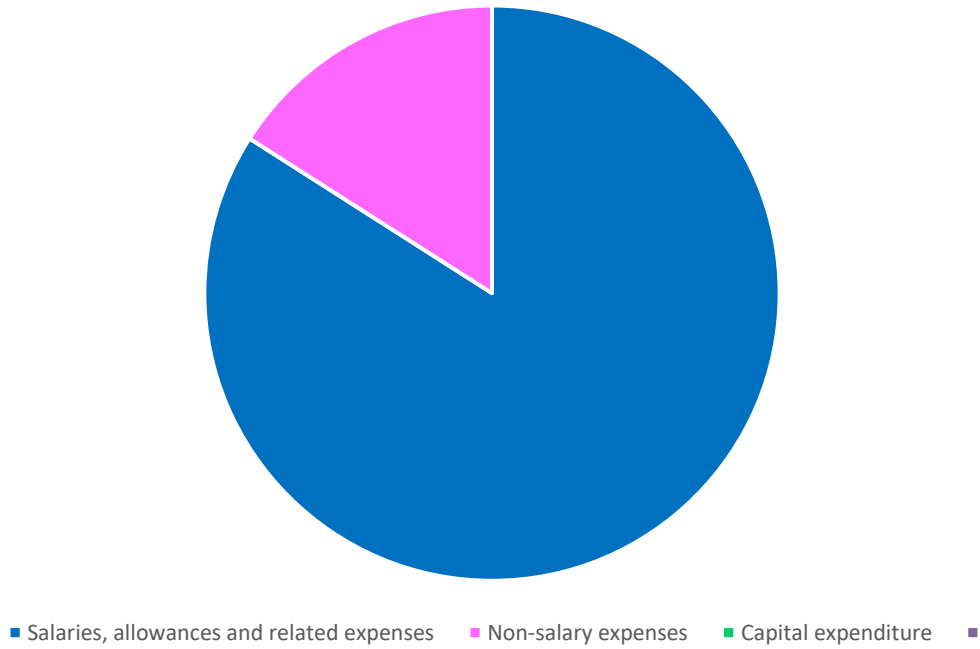
<b>Proportion with Attendance Rates <math>\geq 90\%</math></b>
<b>Non-Indigenous</b> 46.60%
<b>Indigenous</b> 34.78%

# FINANCIAL INFORMATION

## Recurrent/Capital Income



## Recurrent/Capital Expenditure



<b>Recurrent Income</b>	
School Fees	60166
Excursions	0
Other Private Income	23402
State Government Grants	268643
Commonwealth Government Grants	1088534
Other Recurrent Grants	31472
<b>TOTAL RECURRENT INCOME</b>	<b>1472217</b>

<b>Capital Income</b>	
Other Capital Income	NIL
<b>TOTAL CAPITAL INCOME</b>	<b>NIL</b>

<b>Recurrent Expenditure</b>	
<b>Salaries and Allowances</b>	
General Teaching Staff	383065
Salaries – all other staff	382906
Workers Compensation and other salary related expenses, LSL provision	12751
Superannuation	76140
Teaching expenses and materials, administrative and clerical expenses and sundry administrative expenses	115151
Buildings and grounds operations, rent building and equipment – maintenance	5320
Interest – bank overdraft and recurrent loans	16798
Depreciation	25113
<b>TOTAL RECURRENT EXPENDITURE</b>	<b>1017244</b>

<b>Capital Expenditure</b>	
Land, Buildings and improvements	NIL
Plant and machinery	NIL
Other capital expenditure	NIL
<b>TOTAL CAPITAL EXPENDITURE</b>	<b>NIL</b>

<b>Loans</b>	
<b>Refundable Enrolment Deposits</b>	
Opening Balance	NIL
Closing Balance	NIL
<b>Recurrent Loans</b>	
Opening Balance	NIL
Closing Balance	NIL