



2021 EDUCATIONAL & FINANCIAL REPORT

Prepared by Susan Philp, Principal
June 20, 2022

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SCHOOL OVERVIEW INFORMATION

Context

Liberty College has been providing quality Christian Education in Tamworth since 1999. 2021 was the 23rd 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 was registered with NESAs and commenced a new registration cycle in 2019.

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, tourism and housing. This development has contributed to the growing population in the Tamworth Regional area which reached 63,920 in 2021 and making it the second largest inland city in NSW.

The school caters for a diverse range of families and cultures. In 2021, there were 26 families, with an FTE of 36 students. The student population includes students from the Philippines and Africa. 40% of the students identified as Indigenous (August Census data). 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 autism spectrum disorder, speech and language delay, poor motor-coordination, anxiety disorder, ADHD and other social-emotional disorders. In 2021, 8% of the students fell into one or more of these categories and by the end of the year this had increased.

Liberty College has a well-stocked library including a large selection of modern teaching resources in each subject area.

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 during 2021 due to the pandemic.

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

2021 was a great year as we settled into school life with the ongoing impact of COVID and the restrictions and changes needed along the way. Our school community have learnt to be flexible!

The school staff shone during some challenging times and are truly a blessing to our school and community. Their dedication to plan, teach, support and care for the school community is exceptional. With an increased workload, they continued to provide rich learning experiences for our students and roll with the changes when need arose.

It is always a blessing to hear feedback from families about the impact their involvement with Liberty has made to their children and on the wider family. As we partner with families, we acknowledge that Jesus is Lord and that his plan is for strong, loving families to raise children who love Him and love others. It is exciting to see this development in our young people and their impact in the school as they interact and care for each other.

The Presentation Night for 2021 was our first pre-recorded event. This was a mammoth undertaking, and I would like to thank Mr Dan Orbe for his work in this area. Three grade 6 students were farewelled who will commence High School in 2022. The 2022 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.

Mrs Susan Philp
Principal

2021 SCHOOL ACTIVITIES

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none">• Staff Commissioning Service• NRMA Bus Safety Program• Team Colour Day• Swimming Lessons• Harmony Day• Reptile Awareness Safety Session• YWAM Team Program• Theatre Visit: The Midnight Gang• The BIG Veggie Crunch• Drumbeat Program• Pizza Day	<ul style="list-style-type: none">• ANZAC Day Wreath Laying• CAT Competition (Computational and Algorithmic Thinking)• UNE Discovery Day• Slipper & Hot Chocolate Days• Mother's Day Stall• National Simultaneous Storytime• Theatre Visit: The Very Hungry Caterpillar• GRIP Leadership Seminar• Cross Country• Team Colour Day• School Photo Day• Pizza Day	<ul style="list-style-type: none">• Feast Program• UNE Soil Your Undies Program• Ice-Cream Day• Well-Being Wednesdays• Police Liaison Visit• Gymnastics Lessons• Father's Day Stall• Australian Mathematics Competition• Pizza Day	<ul style="list-style-type: none">• Kindergarten Transition Program• Outdoor Classroom Day• Bring Your Bible to School Day• Jump Rope for Heart• Remembrance Day Wreath Laying• Leader's Speech Day• Colour Team Day• Pizza Day• Presentation Evening Online Event• Kids Zone Fun Day

School Council

Liberty Christian Primary School had a very good 2021 although covid continued to play havoc with our operations. We said goodbye to our K/1 teacher Lisa Kelly, who is pursuing new adventures. I continue to be very thankful for the incredibly hard work by all the school staff for their extra time and dedication. I wish to commend, in fact give great praise to our Principal Susan Philp for always going beyond the norm in ensuring that our students get the very best education but most of all, to develop into the mighty people they were meant to be.

Our student numbers were stable with enrolments and we were able to maintain our staffing levels even though our numbers suggested we should have lost a teacher and support worker. We had some divine providence and some government largesse which enabled us to finish the year in a good financial position. Enrolments were increasing with 41 students expected for 2022.

Our Principal Susan Philp 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 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 2022 and beyond.

Our plans for 2021 had to be put on hold due to our financial situation. New laptops for the students were ordered late in the year for 2022 and we will continue to improve our IT resources and online educational resources. Our increasing student numbers promise an improvement in our ability to continue to provide the very best environs and resources for our precious students.

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



Reptile Safety Awareness



Site preparation for the new bus shed



Drumbeat with Opportunity Hub

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).

Responses

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Components	Average Response	Comments
School Values	4.8	This was the area that the school excelled at with the highest satisfaction level. All respondents gave the top rating for 'The school provides a loving and caring environment for school families.'
Community	4.7	Restrictions in place during the 2021 school year in relation to school visitors did impact the cohesiveness of families, but despite this, families indicated favourably that the 'atmosphere of the school is friendly and supportive.'
Communication	4.5	The uptake of the Compass Parent Portal in 2021 was encouraging with >80% of families engaging with the platform. The school community found the platform easy to use and a helpful and informative tool for communication.
Teaching and Learning	4.5	Families indicated that children are taught well by their teacher and that their child's needs were being met according to their ability level. This is a priority for teaching staff as they provide teaching and learning opportunities for students that are rich, engaging and differentiated according to student learning needs.
Student Welfare	4.6	Community confidence exists around the school's ability to provide clear expectations for student behaviour and provide attention to student safety and well-being. These aspects of the school are what can attract families to the school.
School Facilities	4.6	The school's facilities are well-maintained and provide a useful mix of indoor and outdoor learning spaces. The pick-up/drop-off zone remains a challenge at times and further work is required to improve this area.



Dressing up time



Home learning art



Kids Zone Fun Day



Outdoor Classroom Day

“Liberty has great facilities, both for indoor learning/activities & outdoor activities.”



ANZAC Day

“The school provides a safe & secure environment for our kids where they are free to focus on learning & growing in good relationships.”



Support worker and student

“My children are getting the right foundation on life, which is based on biblical values, they learn about God the way I appreciate & this starts from Kindy all the way to year 6.”



Online lesson during lockdown

“The staff go out of their way to provide support for families, every family is treated as one family.”



Outdoor Classroom Day

“All staff go out of their way to help, support and be inclusive to all children and their families.”

SCHOOL STRATEGIES

Achievement of Priority Areas from 2021

Priority Area	Desired Aim	Progress
Enrolments	Increase enrolment numbers to 50 students.	Student enrolments remained steady during the 2021 school year. The projected enrolment numbers for 2022 shows an increase of at least 5 students taking the FTE to just over 40.
Student Achievement	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.	Literacy Intervention commenced in Term 2 through the COVID Intensive Learning funding. All students were screened prior to commencement using the ESTA-L Screening Tool in addition to MiniLit and MultiLit Placement Tests and a Reading Assessment. Students identified to meet the criteria for intervention were provided with 4 sessions each week of Literacy intervention at a tier two level of intervention using the MiniLit and MultiLit programs.
Curriculum	Review Mathematics scope and sequence K-6.	Following review, it was decided that for the new year, teaching staff would use the recommended Scope and Sequence in the Signpost Mathematics Series to guide teaching and learning in Mathematics.
Community Action	Re-establish links with Nazareth House to provide 4-6 activities throughout the year.	The desired plan to reconnect with Nazareth House did not occur as restrictions in place in aged care facilities did not allow school visits.
Technology	Replace student devices in the K/1 classroom.	A review of technology throughout the school resulted in the decision to replace the student devices in the senior class at the end of the school year. All devices were then shuffled down to lower grades, providing a small number of older laptops to the K/1 class.
School Environment	Complete final segments of path development and erect shed to house the school bus.	Additional pathways were laid around the school, providing an even, sealed access around the school. The bus is now stored in a larger shed, freeing up storage space in the multi-purpose storage shed.

Student Wellbeing

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.

The Strength and Incredible Me programs were unable to be delivered in 202 as a result of COVID restrictions.

Communication

Roll-out additional aspects of the Compass Student Management System for families to access greater information about school life and student achievement.

During 2021, school families were able to gain access to Student Semester Reports through the Compass Parent Portal. The News Feed was regularly used as the tool to communicate to families.

Staff

Commence developing a Staff Appraisal Program for implementation in 2022.

This remains a pending goal for the 2022 school year.

Governance

Develop a Strategic Plan to guide the direction of the school.

The School Council met less frequently during 2021 and the development of a Strategic Plan was not progressed.



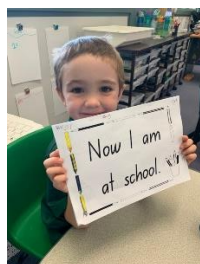
UNE Soil Your Undies Program



Bring Your Bible to School Day

Priority Areas for Improvement in 2022

Priority Area	Desired Aim
Enrolments	Increase enrolment numbers to 50 students.
Student Achievement	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.
Curriculum	Train, implement and embed the New Soundwaves Spelling Program throughout the school, utilizing the online learning platform and assessment tools.
Community Action	Increase the involvement of the school community in the Liberty Bonfire, encouraging senior students to serve along with parents and staff.
Technology	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.
School Environment	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.
Student Wellbeing	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.
Communication	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.
Staff	Commence developing a Staff Appraisal Program for implementation in 2023.
Governance	Develop a Strategic Plan to guide the direction of the school.



Transition to School Program



Outdoor Classroom Day



ANZAC Day Wreath Laying



Learning in Kindergarten



Fresh grown BBQ corn

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 in 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.

- A partnership with Nazareth House, an aged care facility in Tamworth was established in 2019. Students had the opportunity to be involved in community service activities with the residents in the Dementia Unit of the facility. Students did a range of activities including reading to residents, singing, dancing, showing their bookwork and talking about what they have learnt and making artwork for residents. This program was temporarily put on hold due to the pandemic.
- 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.



Science Investigations in K/1

STAFF INFORMATION

Workforce Composition

All staff at Liberty College are committed Christians and are linked in with a local church. The majority of staff attend Liberty 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 continued in their current capacity into the 2021 school year. An additional teacher was employed one day a week to take on the RFF position, but was replaced in Term 4. There were no staff that identified as Indigenous.

Two additional support staff were employed during the course of 2021 to meet the growing needs of the school and three teacher's aides 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

Teaching Staff				Title	Duration	NESA Endorsed
Karen Campbell	Julie Haworth	Lisa Kelly	Susan Philp			
•	•	•	•	Annual Duty of Care & Child Protection	1hr 30min	×
•	•	•	•	Adjusting Teaching During COVID-19	-	✓
•		•		NCCD Case Study e-Learning for Primary Schools	2hrs	×
•			•	First Aid Training	6hrs	×
•	•	•	•	New Soundwaves Program	1hr 30min	×
•	•	•		NCCD Disability Standards for Education for Primary Schools. Part 1	1hr 30min	×
•	•	•	•	NCCD Disability Standards for Education for Primary Schools. Part 2	3hrs	×
	•	•		Australian Early Childhood Development Training	1hr	×

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	4
(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 / Responsibility	Qualifications		
							Qualification	Location	Obtained
Philp	Susan	1.0	Proficient	25	Primary KLA's	K-6	B. Education (Primary)	Sydney University	1997
							Masters in Leadership	Morling College	2020
Campbell	Karen	1.0	Proficient	40	Primary KLA's	4/5/6	Diploma of Teaching	Armidale College of Advanced Education	1982
							Bachelor of Education	Australian Catholic University	1994
Kelly	Lisa	1.0	Proficient	4	Primary KLA's	K/1	Bachelor of Education (Primary)	University of New England	2018
Haworth	Julie	0.4	Proficient	44	Primary KLA's	2/3	Diploma in Teaching	Armidale College of Advanced Education	1977
Skewes	Amy	0.2	Proficient	4	RFF	K-6	Bachelor of Education (Primary)	Christian Heritage College	2016

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

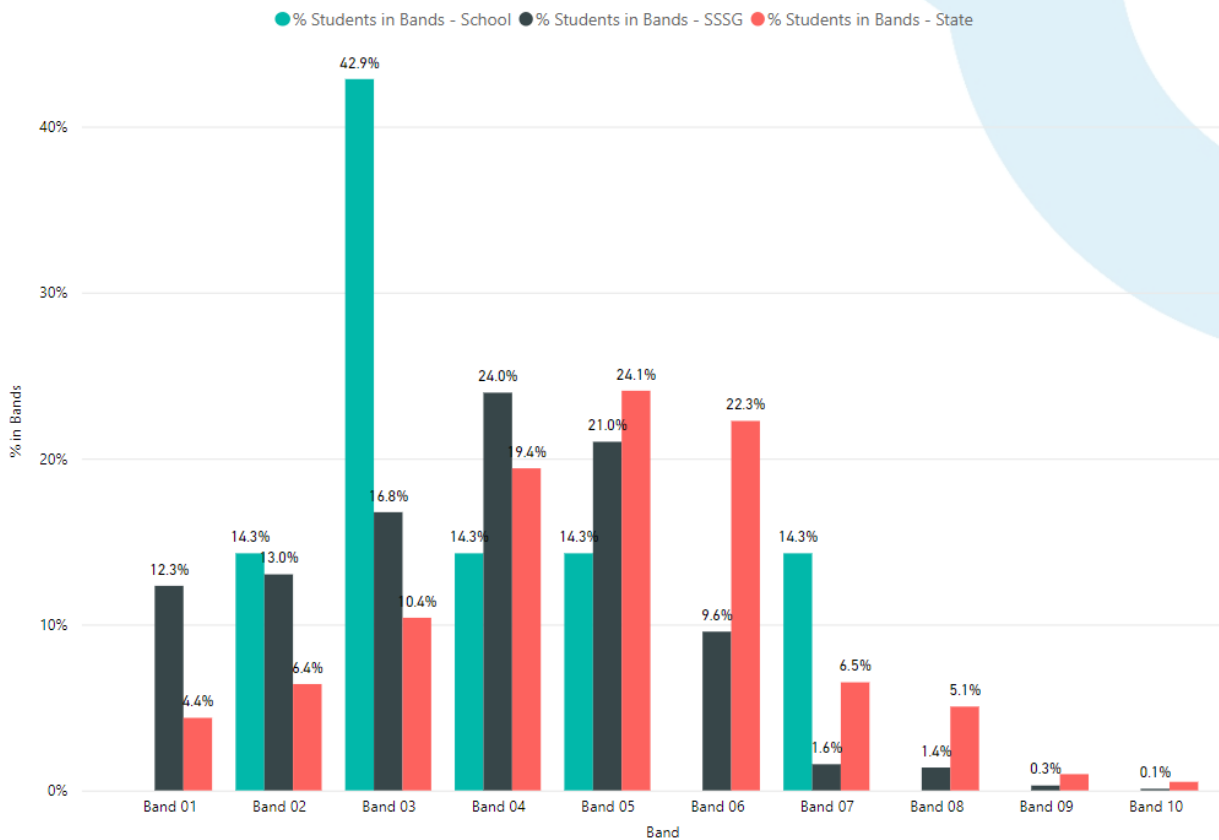
NAPLAN testing in grades 3 and 5 is used to assess student learning and to compare performance against National averages. Literacy and Numeracy are taught in accordance with the NSW National Education Standards Authority syllabi and amount to approximately half of the school timetable subject allocations.

Year 3 NAPLAN Results in Bands
2021 Cohort = 7 students

The tables below present the percentage of students performing in each band for each subject assessed. This particular cohort performed towards the lower end of the bands or at National Standard. Notable achievement were students achieving a Band 6 and 7 in some domains. Five of the seven students in this cohort are receiving tier 2 intervention in Literacy and Numeracy.

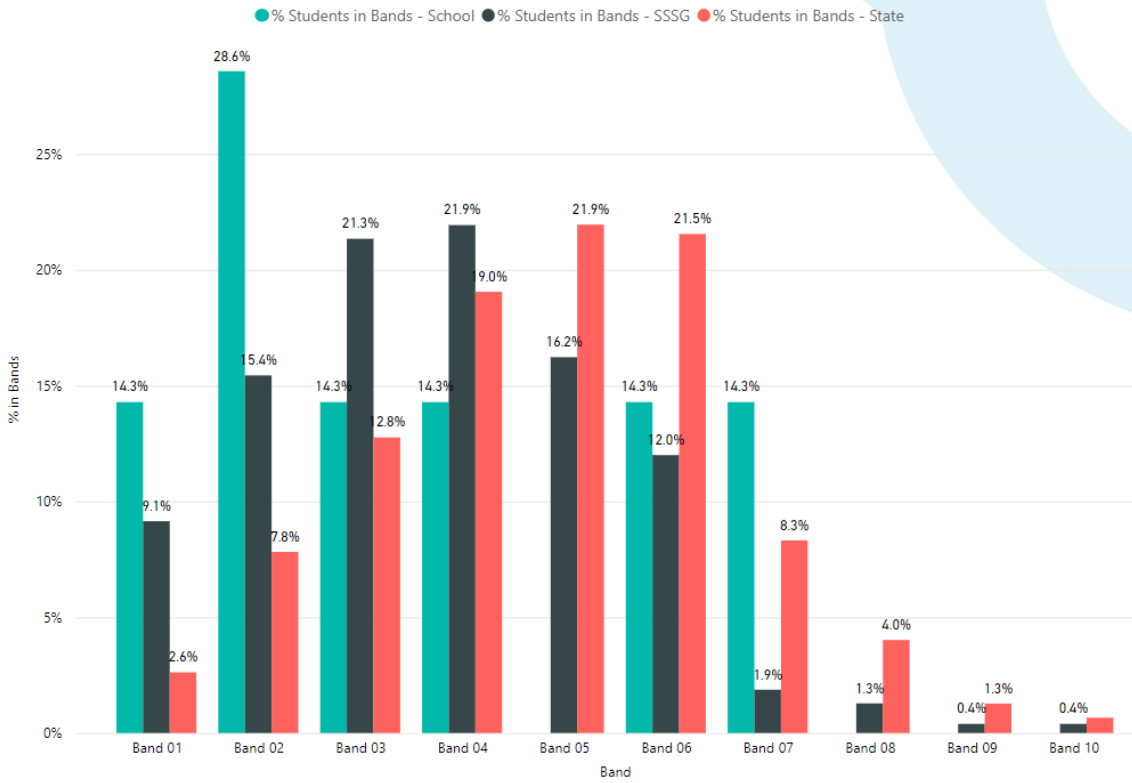
Grammar and Punctuation

% Students in Bands - School, SSSG and State



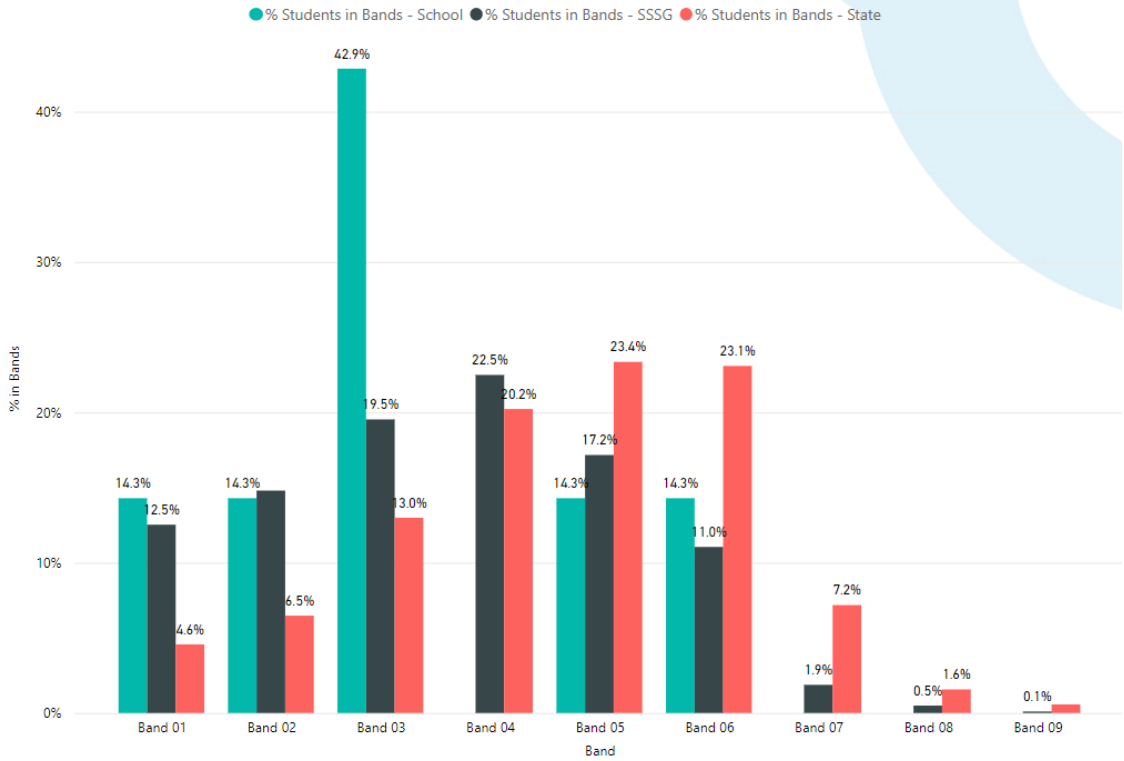
Reading

% Students in Bands - School, SSSG and State



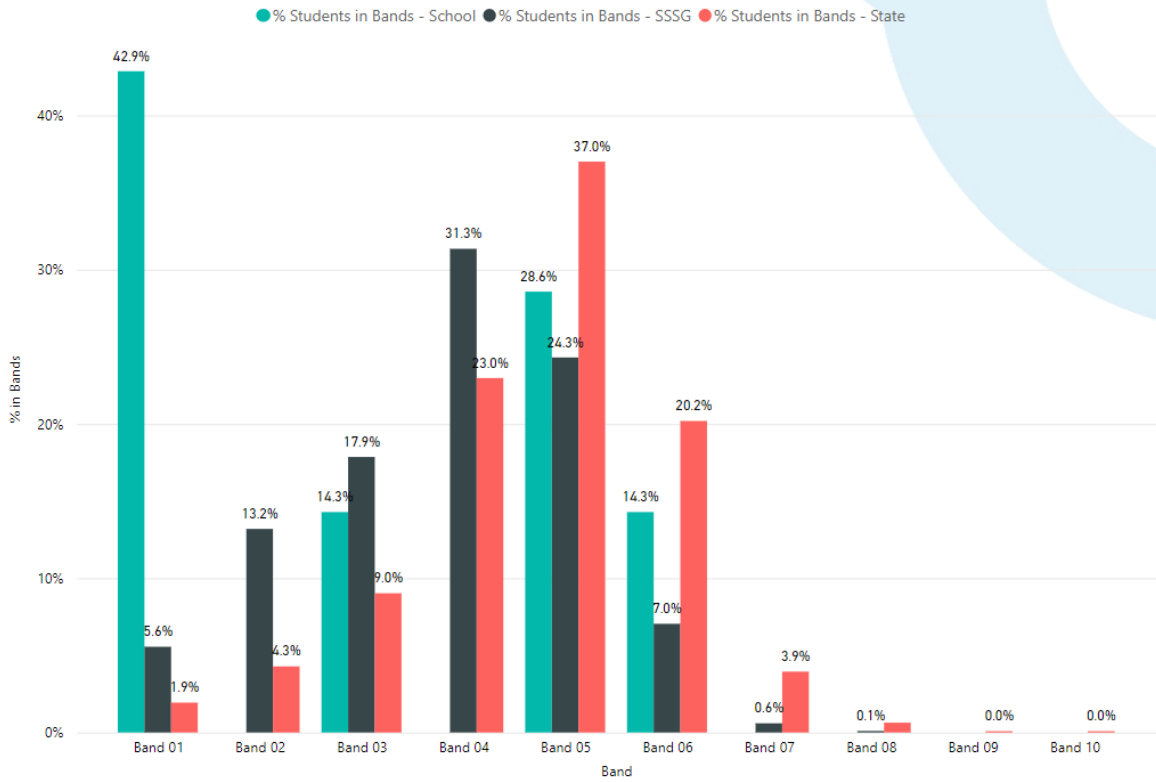
Spelling

% Students in Bands - School, SSSG and State



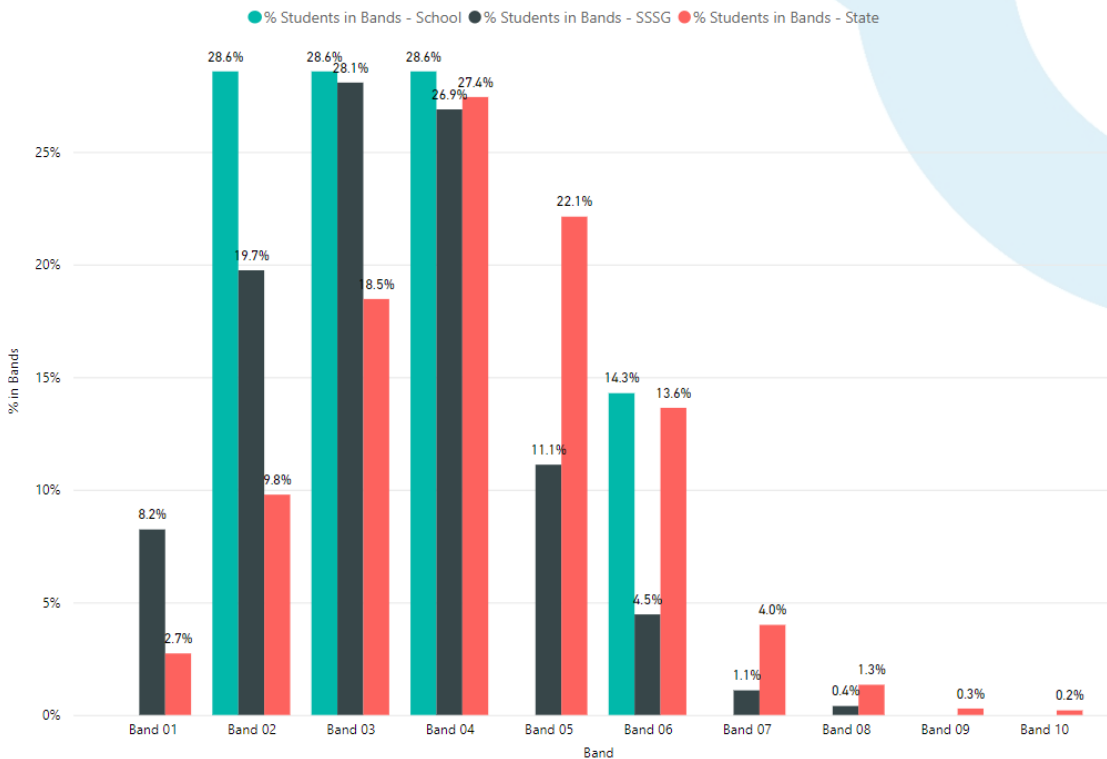
Writing

% Students in Bands - School, SSSG and State



Numeracy

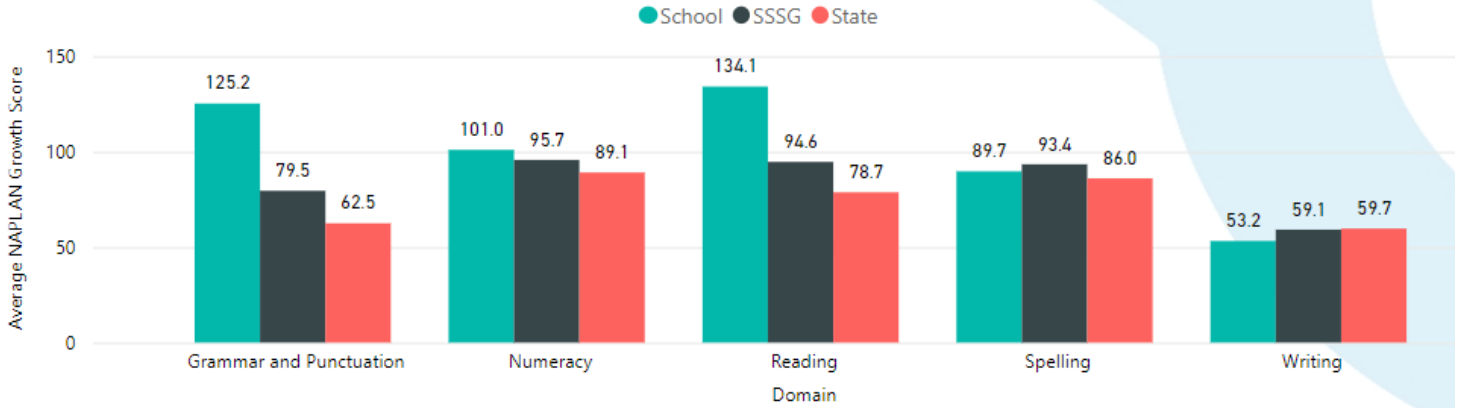
% Students in Bands - School, SSSG and State



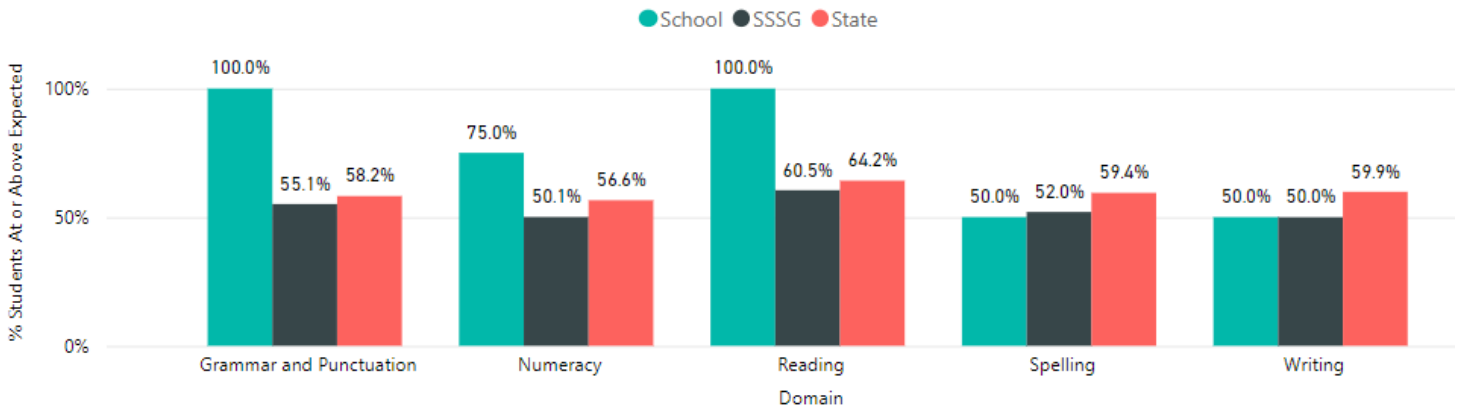
Year 5 NAPLAN Results in Bands
2021 Cohort = 4 students

NAPLAN Data from Year 5 2021 cannot be published due to low cohort numbers. Publication would contravene privacy and personal information policies, however the following data shows the school growth in the testing domains for Year 5 compared to the results in Year 3 two years prior.

Average Scaled Growth - School Compared to SSSG and State



At or Above Expected Growth - School Compared to SSSG and State



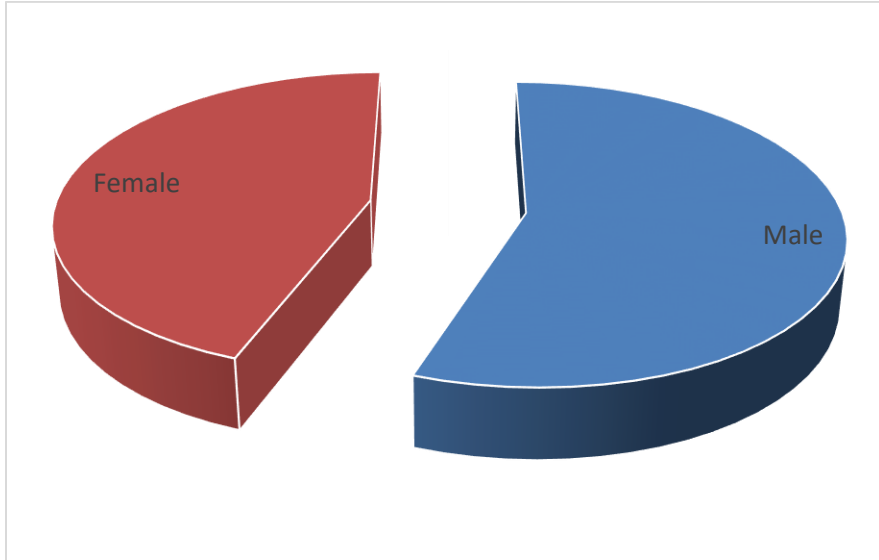
For additional information, click [here](#) to visit the My School website.

STUDENT INFORMATION

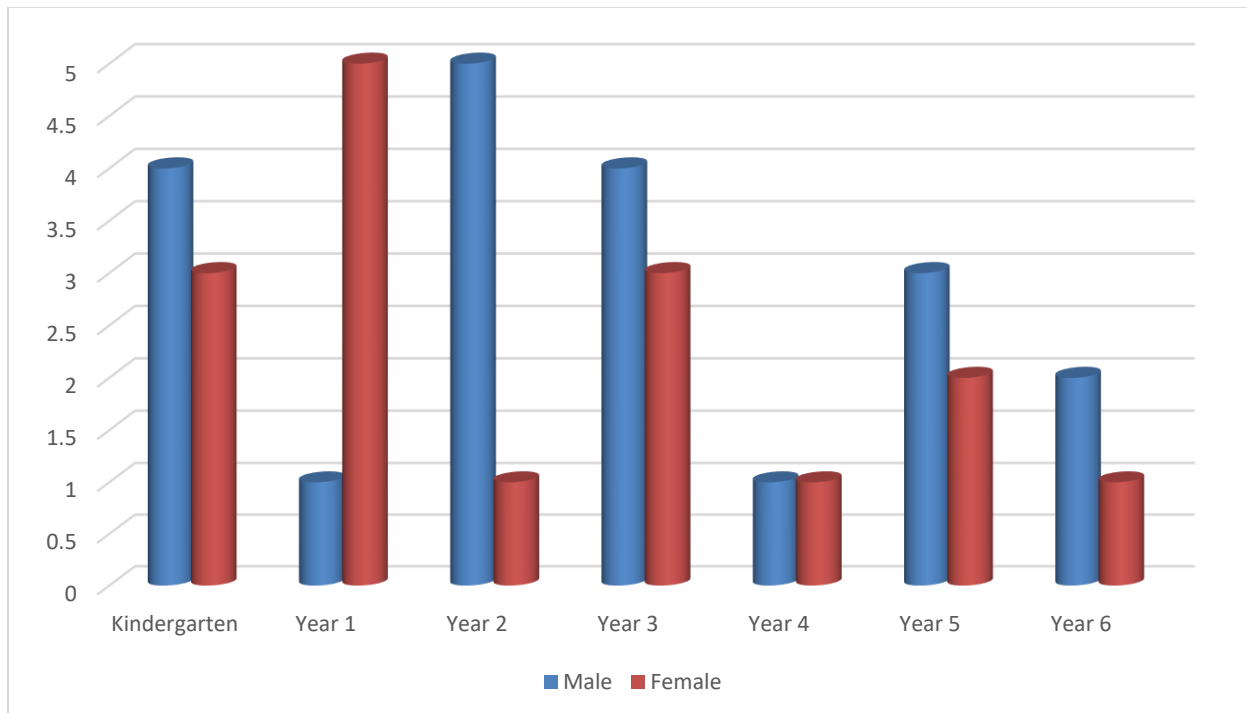
Cohort Composition

The 2021 school cohort of 36 students are from 26 families.

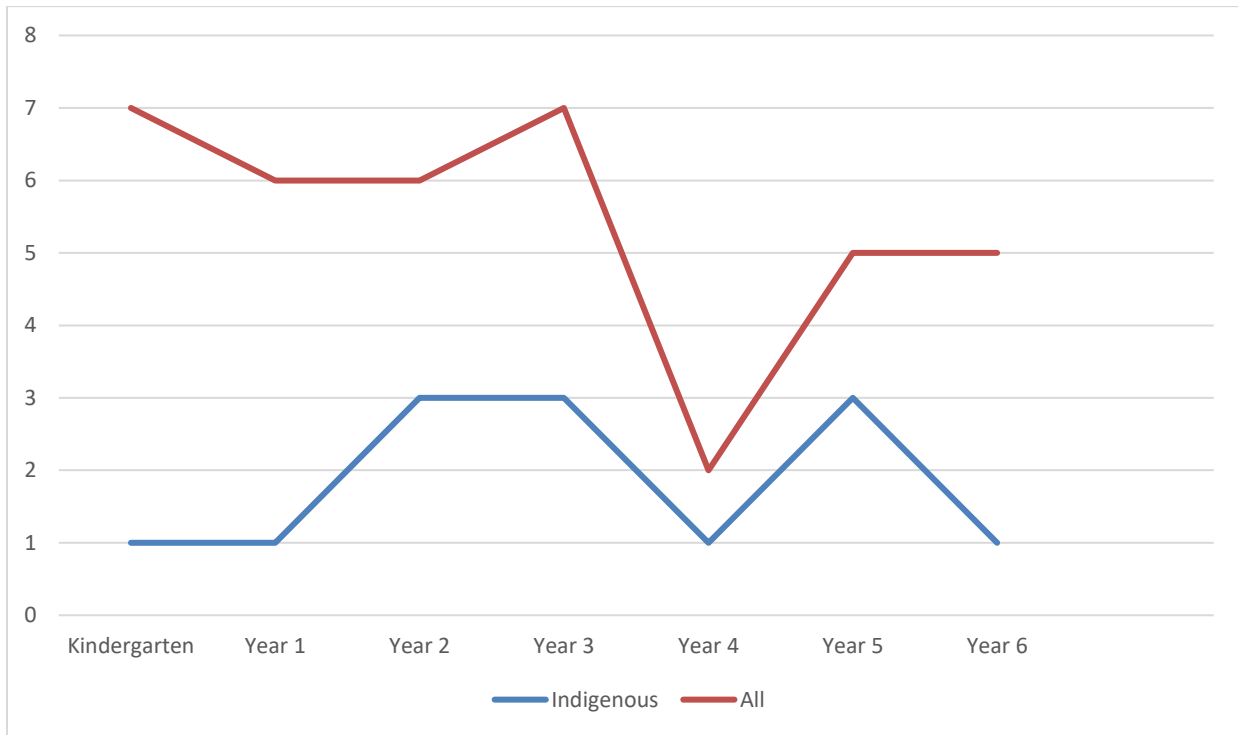
Student Gender



Student Composition per Grade



ATSI Composition



Attendance Rates

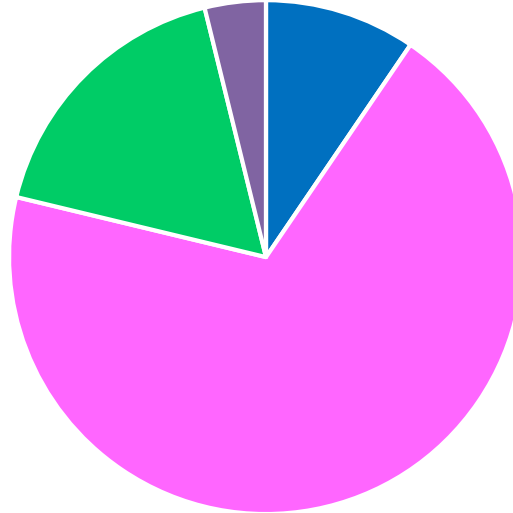
The attendance rates per grade for 2021 are outlined in the table below.

Year Level	All	Indigenous
K	91.63%	99%
1	71.47%	61.39%
2	88.96%	83.84%
3	84.89%	76.27%
4	86.83%	89.58%
5	82.43%	87.99%
6	78.62%	70.40%
TOTAL	82.59%	79.12%

Proportion with Attendance Rates $\geq 90\%$
Non-Indigenous 59.95%
Indigenous 31.02%

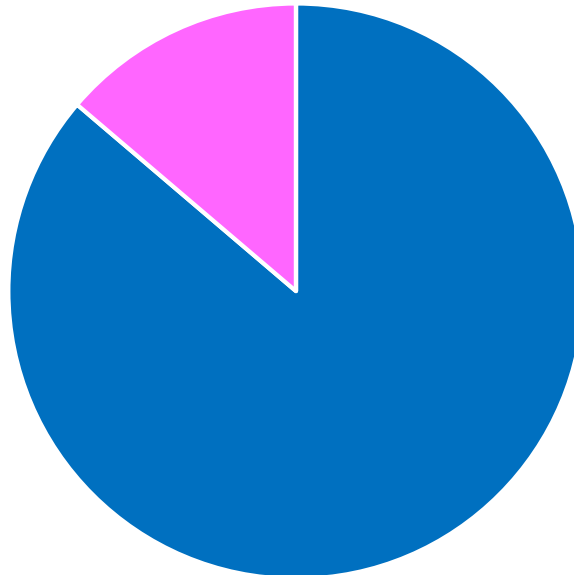
FINANCIAL INFORMATION

Recurrent/Capital Income



- Fees and Private Income
- Commonwealth Recurrent Income
- State Recurrent Income
- Other Recurrent Grants
- Government Capital Grant

Recurrent/Capital Expenditure



- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure
-

Recurrent Income	
School Fees	73 669
Excursions	660
Other Private Income	9 756
State Government Grants	153 773
Commonwealth Government Grants	612 096
Other Recurrent Grants	33 972
TOTAL RECURRENT INCOME	883 926

Capital Income	
Other Capital Income	NIL
TOTAL CAPITAL INCOME	NIL

Recurrent Expenditure	
Salaries and Allowances	
General Teaching Staff	398 445
Salaries – all other staff	284 407
Workers Compensation and other salary related expenses, LSL provision	5 302
Superannuation	66 521
Teaching expenses and materials, administrative and clerical expenses and sundry administrative expenses	85 328
Buildings and grounds operations, rent building and equipment – maintenance	268
Interest – bank overdraft and recurrent loans	16 798
Depreciation	19 669
TOTAL RECURRENT EXPENDITURE	876 738

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

Loans	
Refundable Enrolment Deposits	
Opening Balance	NIL
Closing Balance	NIL
Recurrent Loans	
Opening Balance	NIL
Closing Balance	NIL