Annual School Report
2009 School Year

Mt St John’s Primary School

Karabin Street
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Dorrigo

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About this Report

Mt St John’s is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Education Office (CEO), as the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the Parish School Community for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the parish school community during the year and the achievements arising from the implementation of the school’s Strategic Management Plan and Annual Plan.

The Report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Education Office. This Report has been approved by the CEO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2010 following its submission to the Board of Studies.

The contents of this Report are available for discussion at various parent forums and all information is public.

Further information about the school or this Report may be obtained by contacting the school on 02 6657 2552 or by visiting the website at msjpdorr@lism.catholic.edu.au
Principal’s Message

The primary purpose of Mt St John’s Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Mt St John’s offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school’s mission was lived out daily in the life of the school.

The students’ achievements and accomplishments were showcased throughout 2009. Student work was proudly displayed in classrooms, on school notice boards, in the parish church and in town displays. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mt St John’s has earned as an exemplary school. The following list provides an indication of the school’s academic achievements:

- The speeches written and delivered by Year 6 students seeking election as School Captain were of an exceptionally high standard. The content was well thought-out and considered, while the speeches were delivered with poise, confidence and maturity.
- Senior students received commendation from the local sub-branch of Dorrigo RSL for their entries in the RSL “Australia My Country” competition. The students wrote about Trooper Mark Donaldson VC, an ex-resident of Dorrigo and a past pupil of our school.
- Students across the middle and upper primary grades developed ICT skills that enhanced learning. An interactive video recount of the Eureka Stockade story was presented to parents and students.
- A very engaging and challenging Science Enrichment Day was conducted mid-year, with Year 6 students facilitating activities that led the learning of other students. Balloon surfing experiments about air pressure were greatly enjoyed by all students.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school’s cultural program and community involvement:

Core celebrations held in 2009 were:

- School Captains’ Induction Mass
- Ash Wednesday Mass and prayer service
- Holy Week re-enactment
- Easter
- St Patrick’s Feast day activities
- Resurrection and Pentecost prayer services
- School Feast Day
- End-of-year whole-school community Mass incorporating a graduation and blessing of Year 6 students.
Mt St John’s was involved in the local community throughout 2009. Some examples include:

- ANZAC Day march
- Music concert performed for parents
- Visits to and from Dorrigo Pre-School
- Schools Clean Up Day
- Performing at the Community Christmas Carols.

Students performed well at various sporting events during the year. A staff versus Year 6 student netball match was the sporting highlight on the 2009 school sports calendar. The staff won easily with a score line of 9-3.

There were many people who assisted in the school’s quest for excellence. In particular, we extend special thanks to the parent body and the school staff for their generous efforts. Mt St John’s is indeed blessed to have such dedicated and enthusiastic community members.

Greg Ryan
Principal

A Parent Message

Mt St John’s Parents & Friends (P&F) Association had another active year in 2009, with many successful fundraising events being run. Approximately $4,300 was raised through well-supported Easter, Fathers’ Day and Christmas Raffles, plus a car-boot sale, the annual camp-over, the Dorrigo Show barbecue, and the sale of art calendars. One of the best fundraisers was again the cake trolley, where home-baked cakes, biscuits and slices were pre-sold to local businesses and hand delivered by parents and friends. Thank you to all who supported or volunteered in any way at these events. The canteen committee and volunteers also deserve many thanks for all of their work during the year, especially Jacinta Anderson who was canteen co-coordinator in 2009.

The P&F used funds raised in 2009 to purchase a new line-marker for the sports fields, plus a new oven and urn for the school canteen. Funds have also been allocated towards the purchase of new class readers and “big books”.

The P&F has already planned a number of fundraising events for 2010 to fund ongoing needs such as a new refrigerator for the school canteen, and new books for the library. Although student numbers are down this year, we have already held a very successful street stall where over $250 was raised. Easter raffle tickets are selling well, and people have started asking about our next car boot sale, showing that there is still strong support for fun annual fundraising events.
Many thanks are deserved by those who made a big contribution to P&F last year, including parents of the Year 6 students who have moved on to high school. Margaret Hodgson deserves particular mention for her work and dedication in this regard. Margaret brought our attention to safety issues such as lighting in front of the school, and the need for seat belts on buses. These issues are ongoing this year, with a meeting planned with other Dorrigo schools and the local bus service, to discuss bus safety and funding for seat belts.

I would like to welcome new members to the P&F this year, and look forward to another year of fundraising and activities for the benefit of all students at Mt St John’s School.

Venita Colquhoun  
President  
Mt St John’s Primary School  
P&F Association

This Catholic School

Faith and Mission

Dorrigo is a small rural community situated on the edge of the New England Plateau, on the mid north coast of New South Wales. Students come from the town itself, and from surrounding areas including Ebor, 30 minutes driving time from Dorrigo. Essentially a farming community, other employment opportunities include State Forests, National Parks and Wildlife Service, tourism and town support infrastructure.

We are a Kindergarten to Year 6 Catholic primary school of the Mary Immaculate Mother of God Parish, Bellingen, and a systemic school of the Lismore Diocese.

Opened by the Presentation Sisters in 1924, the school has a rich tradition of providing a Catholic education for the local community. The school retains its status as a small school. It commenced with 55 students in 1924 and had an enrolment of 76 students at the 2009 Commonwealth Census.

In 2009 the school was divided into four multi-age class groups covering the seven primary school grades.

Our goal is to live out our School Vision and live the Mission Statement.

Our Vision: To be a community of learners and believers where the whole person is nurtured in mind, body and spirit guided by the hand of God.

Our Mission: To create a community of learners by fostering the uniqueness and potential of each individual, challenging them to be open to God’s plan for their lives.

Mt St John’s is a faith community of the Dorrigo community, the parish of St Mary’s, Bellingen and of the Diocese of Lismore.
The philosophy of this parish school is based on *Catholic Education in the Diocese of Lismore, The Foundational Beliefs and Practices – The Essential Framework*. This framework underpins all policy, planning roles and processes within the parish school.

We express our Catholic identity through the Religious Education program, *Virtues* program, daily prayer, classroom sacred spaces and liturgical celebrations.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The implementation of the Diocesan Daily Prayer guidelines supports the school’s prayer life. Religious Education is always given priority in our school and classroom curriculum and planning.

Mt St John’s caters for children from Kindergarten to Year 6. The following table indicates the student characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2009</th>
<th>TOTAL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 1 1 3 3</td>
<td></td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are currently 76 students enrolled in six classes.
**School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Religious Education is our seventh KLA and is taught in accordance with the Diocese of Lismore’s Religious Education Program.

Throughout 2009, literacy has been a major focus of the school. Recommendations from the Diocesan Reading Review have been incorporated into our planning and practice.

Technology has also been a major focus, with all classrooms now equipped with Interactive Whiteboards. The placement of laptops and personal computers in classrooms has provided students with greater access to technology.

Staff development in the use of these technologies has all staff reflecting on pedagogy for the 21st century and teaching to the individual needs of students.

**Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 14 students presented for the tests while in Year 5 there were ten students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, space and geometry.

In both Years 3 and 5 there were six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 3, students who achieved Band 2 or higher have achieved at or above the minimum standard. In Year 5 those students who achieved at Band 4 and higher have achieved at or above the minimum standard set by government.

The following data indicates the percentage of Mt St John’s students in each band compared to the state percentage.

At Mt St John’s, student performance is closely monitored. These tests are one means of gathering data on individual student and school performance. School staff have participated in Catholic Education Office led workshops and information sessions on NAPLAN data analysis.
## Year 3 NAPLAN Results in Literacy and Numeracy

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BAND</strong></td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>State School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25</td>
<td>7</td>
<td>23</td>
<td>36</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Writing</td>
<td>23</td>
<td>7</td>
<td>29</td>
<td>21</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Spelling</td>
<td>25</td>
<td>21</td>
<td>26</td>
<td>14</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>22</td>
<td>0</td>
<td>31</td>
<td>50</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Overall Literacy</td>
<td>23</td>
<td>0</td>
<td>28</td>
<td>43</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>7</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13</td>
<td>0</td>
<td>21</td>
<td>7</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18</td>
<td>0</td>
<td>23</td>
<td>21</td>
<td>24</td>
<td>14</td>
</tr>
</tbody>
</table>

**Note:** The table above displays the percentage of students in bands 1 to 6 for different subjects in Year 3 NAPLAN results, comparing State School against other schools.
Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BAND</strong></td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>Overall Literacy</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Overall literacy results for Year 3 show that approximately two thirds of our students were placed in the top three bands, which was comparable with the state average. In Year 5, this result was 70% which was, once again, comparable with the state average.

Literacy and numeracy growth from Year 3 to Year 5 is highlighted by higher band progression.

NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly in the area of numeracy.
**Teacher Standards and Professional Learning**

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>5</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>4</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>0</td>
</tr>
<tr>
<td>6. Total number of non teaching staff employed in the school.</td>
<td>6</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2009 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarence PEEL (Project for Enhancing Effective Learning) Day</td>
<td>1</td>
</tr>
<tr>
<td>Spirituality Day</td>
<td>2</td>
</tr>
<tr>
<td>ICT – Interactivity Conference</td>
<td>4</td>
</tr>
<tr>
<td>Planning 2010 – Literacy</td>
<td>4</td>
</tr>
</tbody>
</table>

Additionally, staff attended either singly or in groups, a range of professional development opportunities including:

- PART (Predict, Assess, Respond to Challenging Behaviour Training)
- Support A Talker
- Grammar
- QuickSmart
- Reading Review
- NAPLAN Data Analysis
- Ignatian Spirituality.
The professional learning expenditure has been calculated at $2578 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 92.70%. This figure is provided to the school by the CEO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2009 was 94.6%. School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rates</td>
<td>95.7%</td>
<td>97.3%</td>
<td>95.0%</td>
<td>93.9%</td>
<td>96.7%</td>
<td>99.0%</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

**School Policies**

School policies are reviewed regularly. In 2009, the following policies were reviewed, updated or newly created:

- Assessment Policy
- Critical Incident and Lockdown Policy
- Bullying Policy
- Code of Conduct Policy
- English Policy.
Enrolment Policy

Every new enrolment at Mt St John’s requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 31 March are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school’s website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

“Pastoral care is central to the ethos and identity of a Catholic school and it is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of schools is to promote the full physical, social, intellectual, emotional and spiritual development of students. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic School. (The Catholic School on the Threshold of the Third Millennium, n9.)” (Guidelines for Pastoral Care in Catholic Schools, CEC NSW)

The following headings highlight the broad dimensions of pastoral care at Mt St John’s:

- School climate
- Affirmation
- Prayerfulness
- Communication
- Environment
- Participation
- Parental involvement
- Special programs.

Examples of these dimensions working in the school are: comprehensive and inclusive approaches to teaching and learning, fair and just assessment practices, the values education program, health-promoting programs, peer support activities, school and class award systems, the liturgical and prayer life of the school, stimulating classroom environments, orientation and transition programs, behaviour management plans, parent participation and local community interaction.
Discipline Policy

Rules in class:
• We speak kindly and respectfully to each other
• We work quietly and cooperatively together
• We take turns
• We walk quietly in our room and put things away carefully
• We are kind to each other and use good manners
• We try to solve problems in a fair manner (if that is hard we ask a teacher for help)
• We treat others with respect
• We use equipment safely.

Rules out of class:
• We speak kindly and respectfully to each other
• We take care when we are moving about or playing outside
• We look after equipment
• We are kind to each other
• We play friendly games
• We talk to each other and try to work problems out
• We play safe games
• We play in safe areas of the playground (taken from Behaviour Management – Dr Bill Rodgers).

Students at Mt St John’s are expected to follow all school rules. The safety and learning needs of the students are paramount. If misbehaviour occurs the following strategies will be used: rule and behaviour reminders, time out, teacher-student conferences, lunch-time reflections, behaviour notes sent home and parent meeting. If the behaviour is of a serious or repeated nature it may result in in-school suspension, suspension from school or expulsion.

Complaints and Grievance Policy

The school handbook provided to each parent on enrolment contains a section on parent-teacher contact. This school welcomes parent-teacher contact and suggests mutually acceptable times for interviews be arranged outside of class teaching time.

Early in each year, an insert in the newsletter asks parents to contact the school if there is a matter to be resolved. If a meeting with the class teacher does not resolve the issue, parents and teachers are encouraged to discuss the matter with the principal.
School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2009 was a very rewarding year. Listed below are a number of goals and priorities on which the school focused during the year. The parish school’s main goals and priorities were to:

- Embed the Diocesan Essential Framework into the life of the school
- Enrich the prayer life of the school
- Link Professional Development to the school’s Strategic Management Plan and 2009 Annual Plan
- Implement Critical Incident and Lockdown Policy
- Investigate the Primary Connections Program and trial a sample unit during Term 1
- Evaluate Primary Connections
- Implement QuickStart program
- Improve literacy outcomes and review assessment processes in literacy
- Review assessment strategies currently being used in other KLAs.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- Each fortnight throughout 2009, a different virtue promoting respect and responsibility was introduced, and used as a school focus for the ensuing two weeks
- Respect is the basis of our Behaviour Management Plan and, along with responsibility, underpins class rules that are jointly constructed at the beginning of the school year.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school’s commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2009, Mt St John’s operated a virtues program. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school’s behaviour management program.
Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Invitation, through newsletter, to provide feedback
- Discussion of school issues at Parents and Friends gatherings.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2009 is as follows:

2009 INCOME - Mount St John Primary School - DORRIGO

<table>
<thead>
<tr>
<th>Income Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>6%</td>
</tr>
<tr>
<td>Other Private Income</td>
<td>1%</td>
</tr>
<tr>
<td>Govt.Capital Grants</td>
<td>10%</td>
</tr>
<tr>
<td>Other Capital</td>
<td>0%</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>14%</td>
</tr>
<tr>
<td>Grants/Commonwealth Govt</td>
<td>69%</td>
</tr>
</tbody>
</table>
### Income

<table>
<thead>
<tr>
<th>School Location</th>
<th>2009 INCOME</th>
<th>Mount St John Primary School</th>
<th>Mount St John Primary School Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DORRIGO</td>
<td>52285</td>
<td>52285</td>
<td>52285</td>
<td>$52,285</td>
</tr>
<tr>
<td>Other Private Income</td>
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<td>9350</td>
<td>9350</td>
<td>$9,350</td>
</tr>
<tr>
<td>Grants-State Govt</td>
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<td>115042</td>
<td>115042</td>
<td>$115,042</td>
</tr>
<tr>
<td>Grants/Commonwealth Govt</td>
<td>551344</td>
<td>551344</td>
<td>551344</td>
<td>$551,344</td>
</tr>
<tr>
<td>Govt.Capital Grants</td>
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<td>80560</td>
<td>80560</td>
<td>$80,560</td>
</tr>
<tr>
<td>Other Capital</td>
<td>2359</td>
<td>2359</td>
<td>2359</td>
<td>$2,359</td>
</tr>
</tbody>
</table>

### Expenditure

#### 2009 EXPENSE - Mount St John Primary School - DORRIGO

<table>
<thead>
<tr>
<th>Expenditure Heading</th>
<th>2009 EXPENSE</th>
<th>Mount St John Primary School</th>
<th>Mount St John Primary School Total</th>
<th>Grand Total</th>
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