



INTERNATIONAL CHINESE SCHOOL

国际中文学校

An Anglican School

圣公会学校

ANNUAL REPORT 2018

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A MESSAGE FROM KEY SCHOOL BODIES

PRINCIPAL'S MESSAGE

The International Chinese School continued its expansion in 2018 with students enrolled K-3. The School's reputation in the community is building resulting in a steady increase in interest in enrolment. While providing a unique educational experience for children of families with Chinese heritage, the School also has significant enrolment from students with no cultural connections with China.

Inspectors from the NSW Education Standards Authority (NESA) visited the School in April and had no hesitation in registering ICS to expand to include Year 4 in 2019. Once again, the School was commended on its 50% Mandarin bilingual immersion program using the Content and Learning Integrated Learning (CLIL) approach.

Students are growing in their competence in spoken Mandarin as well as reading and writing. Chinese conversation is becoming more commonplace around the School, even in the playground during break time. They have impressed with Mandarin public performances, such as the Sydney Chinese Language spectacular where their performance received loud and spontaneous applause from the audience.

Year 3 were the first cohort of the School to participate in the National Assessment Program – Numeracy and Literacy (NAPLAN). All students exceeded state averages in the varying aspects of Numeracy and Literacy that were assessed, with school averages matching or exceeding schools with families of similar socio-economic background. This supports research findings that learning a second language stimulates brain development and benefits overall learning.

Students have enjoyed a selection of extra-curricula opportunities. Gardening club met during lunchtimes and saw a bumper crop of cherry tomatoes as well as a wide variety of herbs. Chess Club and piano lessons were enjoyed by a number of students. Further, annual Chinese celebrations such as Chinese New Year and Dragon Boat Festival were celebrated. Other significant whole school events included Book Week, NAIDOC Week, Harmony Day and The National Day Against Bullying.

The School values its partnership with parents from which a wonderful sense of community has emerged. The School has enjoyed wonderful support from parents throughout the year. Parents assisted in the classroom helping with reading groups and other activities. Parents also supported special school events, such as the Chinese New Year dinner, special Assemblies and Chapels. Our Mother's Day and Father's Day events are always a highlight in the year.

The School continued to operate on the St Paul's Anglican Church site in Chatswood. The search for a suitable permanent site led to the identification of a suitable site in St Leonards. The School Board commenced negotiations with the present owner, and a State Significant Development Application has been submitted with the NSW Department of Planning. It is envisaged that ICS will commence on the St Leonards site at the beginning of the 2020 academic year.

We praise God for His many blessings on our school community throughout 2018.

"If God is for us, who can be against us?" (Romans 8:31)

Peter Jamieson
Principal

MESSAGE FROM THE SCHOOL BOARD

2018 was the fourth year of operation for the International Chinese School. Foundation Principal, Mrs Wendy Yu, celebrated the birth of her second daughter, Hannah, and was on maternity leave throughout the year. The School was fortunate to have an educator of Mr Jamieson's experience to take on the role of Acting Principal.

Throughout the year the School averaged four members on the Board. In 2018 the Board met on eight occasions. Governance has been strengthened through Directors undertaking significant professional development through the NSW Association of Independent Schools. Specific focus has been given to the annual budgeting process and tracking performance over time in this area.

Identifying a permanent site on the Lower North Shore has presented challenges for the Board. While several sites came under consideration, zoning and prohibitive cost proved a barrier. The Board is pleased however that negotiations have taken place over a site in St Leonards, and a Development Application is before the State Government with a proposed relocation of the school in 2020.

The Board acknowledges and appreciates the ongoing support of the Anglo Australian Christian and Charitable Fund. The Fund has provided financial backing for the School that has ensured students enjoy a well-resourced, pleasant learning environment. The Charity is also providing significant financial support in the purchase of the St Leonards site.

The Board is very pleased with the development of the School and the wonderful learning community that has emerged.

Barry Roots
Director

CONTEXTUAL INFORMATION

The International Chinese School is an Anglican co-educational bilingual school situated in Chatswood, NSW. In its fourth year of operation the student population grew to 34 students, Kindergarten-Year 3. While the majority of students live within Chatswood and local surrounds, the School draws students from as wide afield as Mascot in the south, and Hornsby to the North West. The School is conveniently located with ease of access to public transportation, with Chatswood Interchange only 500 metres away.

The International Chinese School is a wonderful place for students to commence their learning journey. As a K-4 (K-6 by 2021) Christian school in the Anglican tradition, learning is delivered through a distinctly Christian worldview. A unique bilingual immersion model operates at the School with students taught in English and Mandarin.

High proficiency in more than one language is a huge asset living in our interconnected global society. We recognise that students who become proficient in a second language often develop greater mental agility, a sharper memory and are likely to be more alert and perceptive later in life. Such children also develop a broader appreciation and adaptability in a variety of social and cultural contexts. The School's education will prepare students for life in a 21st century world in which the relationship between China and Australia will continue to assume wider and deeper importance.

The School's objective is for our students to demonstrate high levels of academic achievement in both English and Mandarin and to develop cross-cultural competence in a supportive learning community. The School has adopted a bilingual immersion approach where students spend approximately 50% of the week learning in English, and 50% learning in Mandarin. In achieving this goal, the School has adopted the Content and Language Integrated Learning (CLIL) approach to bilingual education with teaching in Key Learning Areas delivered in Mandarin.

Teachers partner with parents to develop confident, enthusiastic and principled leaders of the future.

TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

In 2018, there were 6 teachers on staff. All teachers have teaching qualifications from recognised Higher Education Institutions within Australia.

Category	Number of teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	6
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Professional learning

All teaching staff participated in professional learning throughout 2017. The table below provides a summary.

Description of Professional Learning Activity	Number of staff participating
An orientation to Christian Schooling	6
Christian Worldview Education	6
Professional Teacher Accreditation	2
Assessment as, of and for learning	1
Great teachers give great feedback	1
Guided reading unpacked - LearnFast Education	1
2018 National Conference of Chinese Language Teachers' Federation of Australia	2
Resilience in Kids	1

WORKFORCE COMPOSITION

In 2018 the school had 3.4 full time equivalent teaching staff and 0.4FTE full time equivalent non-teaching staff. Further detail can be found on the My School website: <http://www.myschool.edu.au>. There were no indigenous teaching staff members.

STUDENT ATTENDANCE

Year	Kindergarten	Year 1	Year 2	Year 3	Combined
Attendance Rate	94.4%	93.4%	97.3%	95.8%	95%

Attendance rates at the School were particularly pleasing in 2018. The daily attendance rate was very similar to previous years.

2018 was the 4th year of the School. The School continues to add one year group each calendar year.

School Management of Non-Attendance

The electronic roll must be marked at the start of the day by the class teacher. If for any reason an electronic roll cannot be completed, the teacher will mark a paper roll and hand to the School Secretary. The secretary will then enter the attendance records into the school management system.

A student who is late to school or who leaves early must be signed in/out at School Reception. They will be given a receipt docket to present to their class teacher.

A student who has been absent from the school must provide a note from a parent/carer. The class teacher or the school administration team collects this note. Notes are then dated, and initialled and appropriate symbols are entered into school management system. The note is stored in a Term folder with the year, class and term number indicated. Unexplained absences are to be followed up by sending home an "Absence from the School" letter (available from Reception) when the child has returned to school for three days and an absence note has not been presented. If after seven days an explanation has not been received, then the absence will be recorded as 'unexplained'.

PERFORMANCE IN NATIONAL STANDARDISED TESTING

NAPLAN – Year 3

The Year 3 cohort of 2018 were the first from ICS to participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). All student results were very pleasing and as is illustrated by the table below the school's average was substantially above that of the general population.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	501	458	507	539	474

Selected school's average when compared to all Australian students is:

■	Substantially above
■	Above
■	Close to
■	Below
■	Substantially below

ICS student performance in Spelling and Grammar was above the average of students in similar schools. In other aspects of literacy and numeracy the performance of ICS students on average was similar to that of students from similar schools.

ENROLMENT POLICIES

International Chinese School is a co-educational bilingual primary school providing an education underpinned by a Christian worldview.

There are a number of steps and processes in the enrolment timeline.

Prospective parents who make contact with ICS are encouraged to attend an information session where families meet individually with the Principal. The Principal will share information related to the education offered at ICS and provide a tour of the School. Parents have an opportunity to ask questions.

If the parents wish to enrol their child, an Application for Enrolment form must be completed. Payment of an application fee (\$100) formalises the application. Students' position on the enrolment waiting list is determined according to the following criteria:

1. *Siblings of students already enrolled at the School.*
2. *Children of staff members.*
3. *Children of Christian ministers/pastors.*
4. *Other families prioritised according to date of application.*

Enrolment Process

Families that submit an enrolment application are invited to attend an enrolment interview with the Principal.

Following the enrolment interview, successful applicants will receive a letter from the School offering a place for their son/daughter in the School. Parents have 14 days to accept the offer which is confirmed through the payment of a non-refundable enrolment fee (\$600). The Registrar will confirm receipt and the student place.

The Database will be updated with the student and parent information and a student file will be created for the relevant year cohort.

International Chinese School is mindful of and complies with the Disability Discrimination Act, 1992.

CONDITIONS OF ENROLMENT

Interpretation

"Parents" means the Student's mother and father; or, where the Student has only one parent, that parent.

"Parents" also includes the Student's guardian.

"Student" means the person who is enrolled as a student at the School.

"Principal" means the Principal of the School, by whatever title she or he is known, and/or his or her nominee.

"School" means the International Chinese School.

Fees and Charges

1. *The Parents are to pay to the School all fees and charges for school fees, extra subjects, excursions, camps and the supply of other goods and services to the Student, as determined by International Chinese School or incurred on behalf of the Student from time to time (Fees and Charges).*
2. *The Parents are to pay all Fees and Charges in advance, at the end of the first week of each term, except Fees and Charges on amended accounts and accounts raised for mid-term enrolments, which the Parents are to pay within seven days from the date of the invoice. If the Parents fail to pay an account for Fees and Charges within 21 days of the due date they will be liable to pay an overdue charge which reflects the administrative and financial cost to International Chinese School in collecting the outstanding Fees and Charges. The Parents may enquire as to the current amount of the overdue charge at the Office of International Chinese School.*
3. *If an account for Fees and Charges is not paid in full within 60 days from its due date, the Student's enrolment may be suspended, and the Principal may without further notice refuse entry to the Student and/or terminate the Student's enrolment.*
4. *The Parents are to give at least one full term's notice in writing to the Principal before terminating the Student's enrolment. If the Parents do not give sufficient notice of termination of the Student's enrolment, they are to pay to the School one term's school fees, plus GST as applicable. The Parents agree that this amount is a genuine estimate by the School of the loss that it would suffer as a consequence of insufficient notice of termination of the Student's enrolment.*
5. *No remission of Fees and Charges, either in whole or in part, will be made if the Student is absent due to illness, leave, suspension, or expulsion.*
6. *The School may incur from time to time such incidental expenditure on behalf of the Student as it may consider necessary, including for items such as books, excursions, educational programs, stationery and equipment.*
7. *Parents are to pay all medical and ambulance expenses incurred by the School on behalf of the Student which the School is not able to otherwise recover.*

Students' Obligations

8. *Students are to demonstrate high standards of behaviour and:*
 - (a) *abide by the School rules as they apply from time to time;*
 - (b) *act courteously and considerately to each other and to staff at all times;*
 - (c) *support the goals and values of the School;*
 - (d) *attend and, as required, participate in:*
 - (i) *chapel services and assemblies;*
 - (ii) *the School sports programme;*
 - (iii) *important School events such as Speech Day / Night or other events determined by the Principal;*
 - (iv) *camps and excursions that are an integral part of the School curriculum;*
 - (e) *wear the School uniform as prescribed and follow conventional standards of appearance in accordance with the School's guidelines and the expectation of the School community; and*
 - (f) *attend the School during school hours, except in the case of sickness or where leave not to attend has been given.*

Parents' Obligations

9. *The Parents:*
 - (a) *are to accept and abide by the requirements and directions of the School Board and the Principal relating to the Student or students generally and not interfere in any way with the conduct, management and administration of the School;*
 - (b) *acknowledge International Chinese School's Philosophy of Education published on International Chinese School's website www.intcs.nsw.edu.au;*

- (c) are to support the goals, values and Christian foundation and activities of the School;
- (d) are to read the School newsletter;
- (e) are to advise the School in writing of any change of home, mailing, email address or contact details or other information on the Application for Enrolment/Placement on a Waiting List, within one month of such change. Applications for a Student place may be cancelled if the School loses contact with the Parent or has mail returned to it;
- (f) are to ensure the Student has each item of official required uniform, clean and in good repair, and all other requirements such as textbooks and stationery;
- (g) are to communicate with students, parents, visitors and staff members in a courteous manner, and follow the communication guidelines laid down by the School from time to time;
- (h) are to use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by the School which are relevant to the Student's education.

Exclusion of Students

10. The Principal may in his or her absolute discretion, but subject to affording the student procedural fairness, suspend or expel the Student for:
 - (a) breaches of rules or discipline;
 - (b) behaviour prejudicial to the welfare of the School, its staff or students; or
 - (c) where parents have failed to comply with these Conditions of Enrolment.
11. The Principal also may terminate the Student's enrolment if the Principal considers that a mutually beneficial relationship of trust and cooperation between the Parents and the School has broken down to the extent that it adversely impacts on that relationship.

Leave

12. Requests for leave from School activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are, in general, considered only in exceptional cases, and only on receipt of written application from the Parents by the Principal. Parents are to explain in writing to the Principal any Student absence for a part or whole day during term time, including late arrival at the beginning of the day.

Content of Courses attended

13. The School determines which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. These may be changed without notice.

Special needs, Health and Safety

14. The Parents are to disclose fully any special needs or changes in special needs of the Student (including but not limited to any medical, physical, learning or psychological needs) as soon as they become aware of those special needs or changes in special needs. The Parents are to complete the Student's medical form accurately and provide annual updates.
15. The Principal may search the Student's bag, locker or other possessions where reasonable grounds exist to do so in order to maintain an environment that is safe for all students.
16. If the Student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if the Parents are not readily available to authorise such treatment, the Parents authorise the Principal or, in the Principal's absence, a responsible member of the School staff to give the necessary authority for such treatment.
17. The Student's personal property is not insured by the School, and the School does not accept any responsibility for loss of or damage to the Student's personal property.
18. Parents are to observe School security procedures for the protection of students.
19. In accepting these conditions the Parents:
 - a) acknowledge that the School may from time to time collect personal information about parents and students for the School's function or activities;
 - b) authorise the School to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the Student's education, health, care, welfare and development; and
 - c) acknowledge that they have read the School's Privacy Policy and Standard Collection Notice, as displayed on the School's website, or as otherwise published.
20. The Parents give permission for photographs and videos of the Student to be placed in the School's records; displayed from time to time around the School; and published in School publications, on its website and in other marketing and promotional material, unless the Principal has been advised or is advised in writing that the Parents do not give this permission.

Court Orders and Provision of Reports

21. *The Parents are to, where relevant, provide to the School all current Family Court or other court orders relating to the Student. Such information will be dealt with in accordance with the School's Privacy Policy.*
22. *The School will send academic reports to the address or addresses notified by the Parents. If the Parents are separated or divorced, reports will be sent to each of the Parents on request to the address notified by each Parent unless there is an order of a court or an agreement that reports are to be sent to only one of the Parents.*

General

23. *International Chinese School may change these Conditions of Enrolment with effect from the beginning of a calendar year, provided the School gives the Parents at least two terms' notice.*
24. *Parents agree to notify the School of any change in contact details.*
25. *Parents' obligations to the School, as set out in these Conditions of Enrolment, are joint several and may only be terminated at the end of three months after we give notice, in writing, to the Principal, of our desire to be released from such obligations.*

OTHER SCHOOL POLICIES

International Chinese School seeks to provide a safe and supportive learning environment for each student. As outlined in the National Safe Schools Framework (revised 2011) the definition of a safe and supportive school is described as follows:

"In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing."

The table below summarises school policies that ensure the above environment is delivered and maintained. There is a Welfare Policy that incorporates behaviour management and discipline, a Bullying Policy and a Grievance Policy.

Policy Changes in 2018	Changes in 2018	Access to full text
Student Welfare The Welfare Policy (incorporating behaviour management and discipline) of the School is grounded in the broad aim of bringing all things under the Lordship of Christ. Students are guided in their learning to work out a faithful and obedient response to God and His world. This aim is equally applicable to the learning of concepts and skills, the dynamic relationships that form part of that learning, and activity outside the classroom. The Welfare Policy chiefly addresses those relationships. The Welfare Policy is to be read within the context of the National Safe Schools Framework and complements the Principles of a Safe and Supportive School environment. The School's core values and ethos also complement the Framework. Our policies are based on principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion. The school does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.	Policy was last reviewed and revised in 2017.	Full Text on School Server and Web Site, Hard Copy available from Principal on request

Policy Changes in 2018	Changes in 2018	Access to full text
<p>Anti-bullying The School Policy provides a framework for setting behavioural expectations, identifying potential bullying behaviour and strategies for correcting such behaviour. The policy identifies various examples of bullying behaviour and harassment such as Verbal, Physical, Psychological, Social and Cyber Bullying. It outlines the Rights and Responsibilities of all members of the School Community including appropriate strategies for correcting the situation, both in the immediate context and in the future.</p>	Policy was last reviewed and revised in 2017.	Full Text on School Server and Web Site, Hard Copy available from Principal on request
<p>Grievance The Grievance Policy sets out a broad framework for how the School is to respond where students, parents, contractors, local residents, visitors and others express a grievance. Policy lays out formal process for addressing a grievance. Policy encourages parties to talk where possible, raising the grievance with the person concerned. Procedural fairness is of paramount importance when investigating a grievance and to ensure this is achieved, a separate Procedural Fairness Policy has been created to guide the process.</p>	Policy was last reviewed and revised in 2017.	Full Text on School Server and Web Site, Hard Copy available from Principal on request

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT AREA PRIORITIES ACHIEVEMENT

Area	Priorities	Achievement
Quality teaching and Learning	Move to whole-school 50% Mandarin immersion bilingual teaching program.	This goal was achieved with the school timetable reflecting this from the commencement of the 2018 academic year.
	Meet NESA requirements for the registration to deliver NSW syllabi to Stage 2 of Learning (Yr3-4).	NESA inspection visit in April saw the school granted registration for Year 3 of learning, and initial registration for Year 4.
	Introduce flexible progression for Mandarin classes.	Stage 1 and Stage 2 Mandarin lessons timetabled to occur at the same time allowing advanced Year 2 students to move to Year 3 Mandarin lessons. 4 students accelerated in this way.

Area	Priorities	Achievement
Facilities & Resources	Identify and establish a new and permanent site for the School.	Several sites came into consideration during 2018. The school has identified a suitable site in St Leonards and a State Significant Development application has been lodged to establish a school on the site.
	Provide safe play environment catering for active and passive play.	Netting was fitted dividing the playground into active and passive play areas. Zero play injuries over the 12 months and great reduction in student disagreements.
	Increase Mandarin reading and library resources.	Online Mandarin reading resources available for students. Parents assisted librarian in establishing and organising a new and increased library area.
	Establish a new classroom on the present site to allow expansion to Stage 2 of learning.	New classroom adjacent to play area, in use.
Staff Development	Run a school-based <i>Introduction to Christian Teaching</i> program for staff with a focus on Christian worldview education.	<i>Introduction to Christian Teaching</i> program commenced over staff development days at the start of the year. Every third staff meeting had as its focus Christian worldview education.
	Develop support programs for teachers new to the profession.	Consultants from the Association of Independent Schools (AIS) engaged to support the progress of 2 teachers through to Professional Competence level.
	Ensure staff are kept abreast with changes to child protection legislation.	Child Protection Policy reviewed to reflect latest legislation. Focus given during staff meetings to familiarising teachers with changes.
	Strengthen behaviour management practices in the school with a focus on encouragement and restorative justice.	A focus on encouragement and restorative justice greatly improved peer relations around the school. Significant interpersonal issues between students were rare throughout the year.
Multicultural school community working in partnership	Increase parental involvement in the School.	Partnership with parents focused upon and strengthened throughout the year.
	Nurture partnerships with local churches and community organisations.	Hosted a morning tea for clergy of local Christian Churches; advertised local church events through school newsletter; established significant partnership with Renewal & Inter-Church Evangelism (RICE) who have significant ministry to Sydney Asian communities.
	Student contribution to public Chinese celebrations in the local area.	Participated in broader events such as Chinese Eisteddfod and Chinese Schools Spectacular. The School needs to be more involved at the local level.
	Involvement in <i>World Education Program</i> through sponsoring a visit by a volunteer Chinese national who will contribute to the School as a teachers' aid.	Hosted 6 month visit of Chinese national. She made a considerable contribution to the overall life of the School.

AREAS FOR IMPROVEMENT AND KEY PRIORITIES FOR 2018

Teaching & Learning	Meet NESAs requirements for the registration to deliver NSW syllabi to Stage 3 of Learning (Yr 5).
	Increase student engagement through challenging and hands-on learning.
	Review of formal semester reports
Facilities & Resources	Gain approval for relocation of the School to the St Leonards site.
	Provide students with greater access to open space for play, Physical Education and Sport.
	Increase Mandarin and English reading resources.
Staff Development	Introduce an annual Teacher Appraisal system.
	Ensure all staff have current first aid training.
	Ensure staff are kept abreast with changes to child protection legislation.
	Student contribution to public Chinese celebrations in the local area.
	Continued involvement in <i>World Education Program</i> through sponsoring a visit by a volunteer Chinese national who will contribute to the School as a teachers' aid.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

International Chinese School encourages all students to see that they are valued and integral to the life of the school community. School staff readily provide the care and support to promote respect and responsibility among all students. Examples of activities conducted throughout 2018 to promote respect and responsibility included:

Gardening Club

Gardening Club deepened children's sense of connection with the environment inspiring a sense of responsible stewardship of God's creation. Gardening offers schools a way of helping children to identify with their school and to feel proud of their own individual contribution.

Jump Rope for Heart Fundraiser

Students developed self-respect through physical activity and development of new (skipping) skills which in turn promoted healthy heart habits. Further students learnt the value of community service through fundraising for an important cause - research into heart disease.

Harmony Day

Students celebrated the diversity of cultures that make up the Australian community.

National Day Against Bullying

Students participated in activities that promoted tolerance and respect among peers.

PARENT, STUDENT AND TEACHER SATISFACTION

A strong partnership in learning exists between teachers and parents of the School. Parents are always welcome at the School and appreciate the open-door policy that is in place. Communication between school and home is effective and facilitated through in person conversations, 'The Vine' (School newsletter), phone calls and email.

Parental feedback over the 12 months identified the following strengths of the School:

- The Christian foundation and priorities of the School.
- The wonderful sense of community that is enjoyed with parents feeling welcome at school.
- The strong partnership in learning between teachers and parents.
- Principal and teachers are very approachable.
- Improved communication with home.
- Children enjoy school and are eager to attend daily.
- Strong pastoral care with parents feeling the School provides a positive and caring environment for their children.
- Children feel safe at school and enjoy positive relationships with their peers.

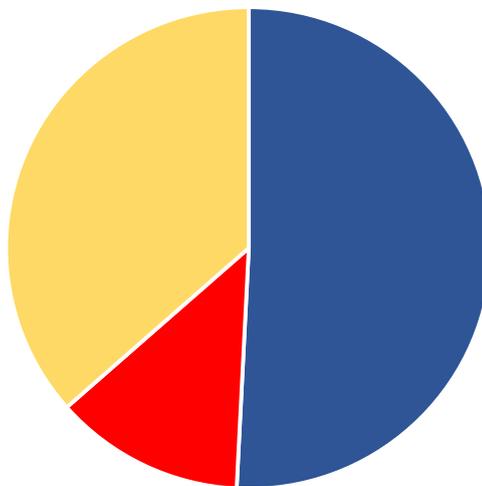
- The academic emphasis of the School with parents expressing confidence in teaching staff, and children's firm grasp of basic literacy and numeracy skills.
- The affordability of fees, especially when compared to other nearby independent schools.

The school is always pleased to receive honest feedback in relation to aspects of school life that could be improved upon. Examples included:

- A desire for the school to move to a more permanent site.
- A general concern about the lack of play area on the present location.

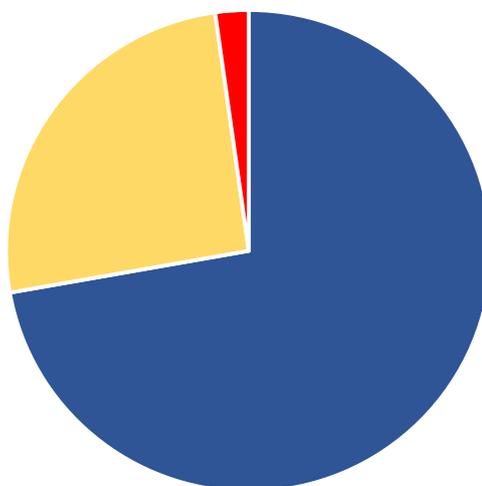
SUMMARY FINANCIAL INFORMATION

INCOME



■ Fees & private income ■ State recurrent grants ■ Commonwealth recurrent grants

EXPENDITURE



■ Salaries, allowances & related expenses ■ Non-salary expenses ■ Capital expenses