Mission
An Anglican community inspiring every learner every experience every day

Vision
To be a leader in Christian education that is characterised by a global vision that inspires hope

Values
Commitment
Compassion
Courage
Integrity
Respect
We acknowledge the Dharug, Guringai and Darkinjung people who are the traditional custodians of the land on which Barker College and Darkinjung Barker stand. We pay respect to the Elders past and present of the Dharug, Guringai and Darkinjung nations and extend that respect to other Aboriginal people within the Barker College community.
A Message from Key School Bodies

In our second year of operation, strong literacy and numeracy gains have been made by our students. More than that, a powerful relationship between the students at Darkinjung Barker and the students at Barker College in Hornsby is occurring every day. For the first time, perhaps in a long narrative of missteps in this complex area, a sense of hope is emerging.

Since commencing in January 2016, we have already seen incredible gains in the students at Darkinjung Barker. In some cases, this is as much as five years’ growth. Teaching is cross-age, keeping kinship ties in place and enabling the small community of students to care for one another.

2017 also saw the introduction of the MacqLit literacy intervention program in Years 3 - 6. MacqLit is an explicit, systematic reading intervention program for readers having difficulty in Year 3 and above. Further, a Darkinjung Barker culture and heritage program in conjunction with officers from the Darkinjung Local Aboriginal Land Council (DLALC), was introduced.

Our intent is to keep Darkinjung Barker small, keep it local and keep it focused on our purpose – strong and proud cultural identity in concert with academic achievement. When these two things walk together they can produce amazing things.

Reconciliation is best achieved one life at a time. Individual student achievement really matters.

Phillip Heath AM

Head of Barker College
At Darkinjung Barker, our philosophy is that we are committed to encouraging all students to be the best they can be, and this has been upheld collectively by Darkinjung Barker and Barker staff, students and community working towards closing the gap educationally.

We’ve particularly enjoyed watching the community of students at Darkinjung Barker grow their academic skills and their desire to learn, while embracing their culture and Indigenous heritage in the inclusive environment that is Barker College.

Darkinjung LALC staff have thoroughly enjoyed Cultural time ensuring that the students of Darkinjung Barker are embracing their culture and heritage through various methods of teaching and learning in and outside of a classroom setting in a culturally appropriate environment.

BJ Duncan
Chairperson, Darkinjung Local Aboriginal Land Council
A Message from Key School Bodies

The second twelve months at Darkinjung Barker have provided the opportunity to consolidate the wonderful success of the initial year and provide the next steps in the development and growth of each child.

Strong links between the Hornsby campus and Yarramalong campus play an incredible part in the success of the program. The students enjoy visiting the Hornsby campus each fortnight establishing effective relationships with students across the entire School community. Similarly, the Hornsby students who visit Yarramalong benefit from the experience, particularly an increased awareness of Indigenous culture and life in a small school environment.

Significantly in 2017, Darkinjung Barker received separate school status from the New South Wales Education Standards Authority. This is a significant achievement and provides the impetus to continue the effective planning and implementation of our key educational aims.

2017 saw the graduation of the first Year 6 students from Darkinjung Barker, with two of the male students joining Barker College in Year 7.

The School is grateful for the work of the Darkinjung Barker teaching and support staff. They are a dedicated and committed team. The students are the focus of their efforts and they continually show care above and beyond the call of duty. Effective relationships assist in the wonderful learning environment and provide safety and security to each and every student.

Martin Lubrano
Head of Junior School
Pre-K to Year 6, Hornsby and Darkinjung Barker
In 2016, Barker College entered into a new approach to Indigenous education with the establishment of the Darkinjung Barker School for K-6 Indigenous students at Yarramalong on the Central Coast. The NSW Central Coast, North Coast and Wollongong account for almost a third of the entire Aboriginal and Torres Strait Islander population.

The establishment of this unique School is a result of the support of the Darkinjung Local Aboriginal Land Council, the local community and parents/guardians, and of the Barker Council, staff, students, parents/guardians and alumni. There is high commitment by all.

A priority for this School is the development of strong foundational skills in literacy and numeracy for Indigenous students from Kindergarten to Year 6. Our intent is to instil a confidence to learn and a desire to learn.

The experience of Barker’s Head of School, Mr Phillip Heath, in establishing Gawura at St Andrews Cathedral School highlights that Indigenous programs must be in and of the community. Each community is very different, faces different issues, and our program is structured to this particular community. However the Barker philosophy still applies at Yarramalong - a commitment to all students being the best they can be.

Both Darkinjung and Barker recognise the importance of upholding Aboriginal cultural identities as we strive to close the gap educationally. There is a shared vision of creating a two-way partnership where we can learn from one another in an educational model that is unique in Australia.
2017 saw continued growth of the students’ self-confidence in themselves as readers. The School continued to fine tune and shape its reading and spelling programs throughout the year in order to best target the specific literacy needs of the students.

The Year 3-6 students achieved some pleasing results in their end of year reading accuracy and comprehension testing. In terms of their reading accuracy standard scores, almost 60% of the students’ testing scores placed them in the broad ‘average reader’ category. In terms of the comprehension results, impressively one quarter of the students achieved over two years’ growth and 90% of the students’ comprehension standard scores placed them in the broad ‘average reader’ category.

The end of year testing highlighted that there was steady growth in the younger students’ (Kindergarten - Year 2) pre-reading and reading skills. The majority of Year 2 students made growth in both their reading accuracy and comprehension scores across the year. The youngest students (Kindergarten and Year 1) worked hard to develop their pre-reading skills and their testing scores highlighted some pleasing progress.

**Key Highlights from Years 3 - 6, 2017**

**Spelling Growth from March 2016 to September 2017**
- Year 3 student recorded 3 year’s growth - from a Year 6 equivalent to a Year 9/10 level
- Year 5 student recorded 3 year’s growth - from a Year 6 equivalent to a Year 9/10 level
- Year 5 student recorded 3 year’s growth - from a Year 5 equivalent to Year 8 level
- Year 3 student recorded 3 year’s growth - from a Year 1 equivalent to Year 4 level i.e. borderline to an above average achievement in spelling

**Reading Test Results**
- 40% growth in tested students over 3 years (February 2016 - October 2017)
- 90% of students now in ‘average reader’ range for comprehension
- 50% of students in February 2016 scored in the ‘severe range’ for comprehension. By October 2017, NO students tested in this range

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**Average Indigenous Scaled Score Growth in Reading from Year 3 Naplan 2015 to Year 5 Naplan 2017**

**Average Indigenous Scaled Score Growth for Grammar and Punctuation from Year 3 2015 to Year 5 Naplan 2017**
Average Indigenous Scaled Score Growth for Writing from Year 3 2015 to Year 5 Naplan 2017

Average Indigenous Scaled Growth Score for Spelling from Year 3 2015 to Year 5 2017

Average Indigenous Scaled Score Growth for Numeracy from Year 3 2015 to Year 5 Naplan 2017
There have been a number of NESA endorsed whole-school professional learning opportunities throughout the last year. These normally fall on the first or last allocated Staff Day of term. In addition the staff attend the North West Professional Development evening each year. This professional learning event provided 2 hours of NESA accredited PD in 2017. Staff are also provided the opportunity to attend workshops and professional learning conferences to support their teaching and learning.

The Darkinjung staff are maintaining their levels of accreditation at the level of Experience Teacher and the School supports them across their maintenance cycle. In order to maintain the cycle, the staff are required to engage in professional development either on campus or through external providers. The staff are present at the Hornsby campus every second Wednesday afternoon. They participate in the Professional learning sessions with the Hornsby staff on a fortnightly basis. The range of Professional learning that has occurred over the last year has included;

- Seven Steps to Writing Success training and maintenance
- Jolly Phonics program training and maintenance
- PYP training
- Well-being - “Teaching from the Heart” focus
- AIS assessment training and implementation
- Barker College Policy and Procedures

There has also been a focus on the implementation of the MultiLit literacy programs MacqLit, MiniLit and PreLit at Darkinjung. This is to assist in the students who require additional support in reading. The induction, mentoring and coaching of the Darkinjung staff has been carried out by the Head of Learning Support who travels to the Darkinjung campus fortnightly.

The Darkinjung staff programs are benchmarked against NESA outcomes and related support documentation. They are provided with feedback by the Acting Director of Curriculum at Hornsby.

The Head of Learning Support also provides information, training and guidance that assists the students to access appropriate support. Information is prepared for the NCCD report of Darkinjung Barker. Appropriate interventions and support programs are developed based on the needs of students and staff receive appropriate instruction and support to help them implement the programs.

### Workforce Composition

#### Indigenous Staff
We currently have three staff members who have declared themselves Aboriginal or Torres Strait Islanders (all part of the Darkinjung Campus):

#### Teaching Staff
- X2 1.0FTE Teachers
- X7 Casual Relief Teachers

#### Support Staff
- X2 Teachers Aides 1.0FTE Full-Time, Term-Time Only
- X1 Admin Asst 0.53FTE Part-Time, Term-Time Only
- X2 Interns 1.0FTE Full-Time, Term-Time Only
- X2 Bus Drivers 0.92FTE Part-Time, Term-Time Only
- X1 Casual Bus Driver
As part of the duty of care of Darkinjung Barker to its students, the School maintains processes to ensure it is aware of the daily attendance of each student. All students travel to and from School by buses provided by Darkinjung Barker. The dedicated buses arrive at School by 8.15am and collects students at the end of the School day at 3.00pm.

The national Indigenous attendance rate was 83.2% in 2017.
Enrolment Policies

Enrolment Details

Parents applying for a place for their child to enter the School will be offered a position on the waiting list by payment of the $50 application fee by date of application.

Prior to attending the pre-entry or school readiness interview with the Head of School, students are required to complete a questionnaire provided by the School which, among other things, seeks details of any specific needs a student may have. The School requests copies of the student’s two most recent school reports; their most recent NAPLAN results and any other supporting documents demonstrating attainment in both academic and co-curricular activities. This information provides a complete all-round view of the student’s attainments and interests.

The pre-entry interview covers the following:

- academic performance in relation to the School’s program
- assessment of personal characteristics and approach to academic work as set out in school reports
- the capacity of the School to support the interests of the student
- the student’s and the family’s willingness to support the School’s code of conduct and its Christian faith and practice, and
- overall impression of the student’s capacity to benefit from the opportunity of sharing in a Darkinjung Barker education

Siblings and Students of Past Students

The School reserves the right to offer preferred placement to siblings of students already attending the School, to students whose fathers, mothers and grandfathers have attended the School, and to students whose families can demonstrate an active involvement in a Christian congregation.

The Council of Barker College’s Policy requires students of former students to complete all the normal enrolment formalities. They complete the Student Questionnaire and attend an interview at the School with their parents.

Please note that sibling priority in the enrolment process only exists while a sibling is a current student, and ensures only that the sibling will be granted an interview.

Students or grandstudents of former students for whom an application for admission is received prior to their second birthday will automatically be invited to attend an interview and will be considered before any other waitlisted applicant is offered a place in that particular year.

Declining an Offer of a Place

If any student, including siblings or students of ex-students, undertakes the entry procedure, i.e. returns the questionnaire, attends the interview and declines an offered place, the application is cancelled. In these cases a fresh application and application fee is required should you wish to apply for another intake year group. Any priority for a child with ex-student or sibling status is lost with the second application.

Documentation

Registration for Enrolment and Questionnaires to proceed with Application will not be processed without all the documentation that is requested on each of the forms.

Changing Details for Your Child

All correspondence regarding the enrolment of a student should be addressed to the Director of Enrolments.

If you wish to change the intake year your child is waitlisted for, please send written details including your child’s full name, address, Year Level and Calendar Year currently applied for, and New Year Level and Calendar Year you wish to change to.

In order to have the correct address details for prospective students all changes of address must be communicated to the Enrolments Office in writing, or via email at enrolments@barker.nsw.edu.au clearly stating student’s full name, and previous address details as well as new address details.

Standard Data Collection Notice

The School collects personal information, including health information, about students and parents (which expression includes guardians) before and during the course of a student’s enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for its students, including fulfilling its duty of care to them.

The School also collects information for secondary purposes (related to the primary purpose) including: keeping parents informed about matters related to their child’s schooling through correspondence, reports, emails, newsletters, magazines and the internet; day to day administration; looking after the students’ educational, social, spiritual and medical well-being; seeking donations and marketing for the School; satisfying the School’s legal obligations; for example, in relation to child protection legislation.

The School also uses personal information including images it collects for purposes for which it has obtained consent.

Some laws relating to the operation of schools require that particular information is collected. These include public health and child protection laws. The School collects health information, including medical reports, about students to enable it to fulfil its duty of care to its students.
The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, coaches and volunteers.

If the School does not obtain the information referred to in this Notice, the School may not be able to enrol or continue the enrolment of a student.

Personal information collected from students is regularly disclosed to their parents. On occasions, personal information including images, academic and sporting achievements, student activities and other news, is published in School publications, its website, and its social media sites.

Parents may seek access to personal information collected about them and their students by contacting the School. Students may also seek access to personal information about themselves. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School’s duty of care to the student, or where students have provided information in confidence.

The School engages in fundraising activities. Personal information may be used for fundraising and may also be disclosed to organisations that assist in the School’s fundraising activities solely for that purpose. The School will not disclose personal information to external organisations for their own marketing purposes without consent.

The School makes parents’ contact details available to parent organisations within the School unless a parent requests the School not do this.

If a person provides the School with personal information of other people, such as doctors or emergency contacts, the School encourages that person to inform the other people that the person is disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

If anyone has any questions or wishes to access information held by the School, please contact privacy_officer@barker.nsw.edu.au

Enrolment Charges

Registration Fee

On application you will be required to pay a non-refundable registration fee of $50. The student’s name will be registered on a waiting list.

School Fees

Fee invoices are issued prior to the commencement of each term and are payable within the first 10 days of term. All fees and charges are reviewed annually. Fees for 2018 are $100 per term per child.

Leave

Enrolled students may be granted leave, at the discretion of the Head.

Withdrawal of a Student

The School requires at least one full term’s notice of withdrawal for an enrolled student regardless of whether or not he or she has commenced at the School. Fees in lieu of notice are applicable if sufficient notice is not received.

Policy Changes

All organisations, from time to time, initiate policy changes reflecting the needs of the organisations and their clientele at the particular time. Policy changes are implemented by the Council of Barker College and Darkinjung Council. At any time, parents are invited to phone our Enrolments Office to ask if policy has changed. The Council reserves the right to alter its enrolment policy to suit prevailing circumstances.
School Policies

Darkinjung Barker provides education within a caring, ordered Christian family environment and where students and staff members are encouraged to strive for excellence in all areas of endeavour to the best of their ability.

Policies and Procedures

Darkinjung Barker has a number of School Policies and procedures including

- Child Protection
- Enrolment, and
- Privacy

Additionally, and where relevant, Darkinjung Barker aligns its procedures to those in place at Barker College.

Guidelines for Student Welfare and Anti-Bullying

Darkinjung Barker seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure,
- supports the physical, social, academic, spiritual and emotional development of students, and
- provides student welfare programs that develop a sense of self-worth and foster personal development.

(a) Counselling

- Barker College Senior School Counsellor is available to consult with students and families over problems ranging from learning, behavioural, and social difficulties to complex emotional disturbances. The Senior School Counsellor visits Darkinjung on a weekly basis and is also available to consult with staff members who may have their own concerns. The Senior School Counsellor is independent of the teaching hierarchy and other School structures so students, families and staff members may be assured of impartiality and confidentiality.

(b) Child Protection Policy

The safety, protection and well-being of all students is of fundamental importance to the School. Child protection legislation covers a range of different obligations relating to the safety, protection and welfare of students including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- obligations under child protection legislation; and
- obligations under work health and safety legislation.

The purpose of the Darkinjung Barker Child Protection Policy is to summarise the obligations of child protection legislation on the School and on staff members, contractors, external providers and volunteers at the School and to provide guidelines as to how the School will deal with certain matters. The Policy is amended from time to time to take into account amendments to legislation and regulations.

It is a condition of employment at Darkinjung Barker that any staff member who becomes aware of any allegation of abuse or neglect of a child by a staff member, contractor, external provider or volunteer, or becomes aware of any allegation of misconduct by a staff member, contractor external provider or volunteer that may involve abuse or neglect, must immediately report that information to the Head of Darkinjung Barker.

(c) Anti-Bullying

At Darkinjung Barker, it is everyone's right to feel safe and valued. Darkinjung Barker actively promotes respect for and tolerance of individual differences. Staff members, students and parents/guardians support a climate of respect and care for others.

Bullying in all its forms - physical, emotional and verbal - is totally unacceptable.

Darkinjung Barker is committed to minimising all forms of bullying and harassment, and has systems of pastoral care, reporting and discipline which respond immediately to cases of bullying when they arise. While recognising the School's first priority is to support victims of bullying, the School will also provide support and guidance for the bully.

Policies for Complaints and Grievances

Darkinjung Barker has procedures for dealing with complaints and grievances which include processes for raising and responding to matters of concern identified by parents/guardians and/or students. These procedures incorporate, as appropriate, principles of procedural fairness. All complaints and grievances are treated seriously, and, as far as is possible and appropriate in each individual case, will be dealt with in accordance with the following:

The complaint will be investigated. This will involve speaking to the person about whom the complaint is made and perhaps to other relevant staff members, to parents/guardians, or in particular situations, to students, where a student has made a formal complaint against a teacher, or a teacher has made a formal complaint against a student. In every circumstance, the School will keep the matter confidential as far as is reasonably practicable.
Darkinjung Barker prefers to resolve grievances from within the School. However, in some circumstances, it may be appropriate for the member of staff or the School to involve relevant authorities outside the School.

Darkinjung Barker encourages student comments regarding any aspect of their experience at School or in a School-related activity. The School especially appreciates a student’s willingness to take the time to bring us any complaint they may have as it gives Darkinjung Barker the opportunity to resolve any concern and to improve the School’s performance.

Students are encouraged to speak to Darkinjung Barker’s Lead Teacher or Head of Darkinjung Barker to raise their concern. These staff members have a special responsibility for the welfare and well-being of students and will know how best to help. It is considered that an initial conversation may help the student to clarify some of the issues, and will help the School to understand how best to assist.

Any student who would prefer not to speak to the Lead Teacher is encouraged to speak to the Senior School Counsellor, another teacher or Teachers’ Aide they know well.

Procedure for Discipline and Behaviour Management

Darkinjung Barker complies fully with the requirements of the Education Reform Amendment (Corporal Punishment) Act 1995. Pastoral care at Darkinjung Barker involves a comprehensive range of activities.

Pastoral care and Behaviour Management are based on:

• Self-respect
• Respect for others
• Respect for the School

This recognises the right of individuals to learn and develop to their full potential in a safe, positive and supportive School environment. All procedures in relation to pastoral care and behaviour management recognise that:

• There are times when individual circumstances may need to be taken into account
• The procedures must remain flexible
• Darkinjung Barker is committed to discipline and behaviour management procedures which are based on procedural fairness.

Darkinjung Barker will ensure that the use of Corporal Punishment in any form is prohibited and will not allow Corporal Punishment to be carried out by a third party as a response to a discipline issue.
School Determined Improvement Targets

- Replicate the Darkinjung Barker model
- Continue to target specific literacy needs of students
- Continue to develop the Macqlit (3-6) and Minilit (K-2) programs
- Further develop opportunities between Barker College and Darkinjung Barker to increase awareness of Indigenous culture

Initiatives Promoting Respect and Responsibility

General Student Responsibilities

All students are expected to conduct themselves with appropriate respect for others, themselves and their peers. The School Code of Behaviour (found in the School Diary) outlines regulations and practices that Darkinjung Barker students are expected to uphold. The practices and regulations listed hold at their core a respect for the student themselves as well as a respect for others (peers, staff and members of the wider community). Students are expected to be honest in their dealing with one another and with staff, and are expected to take responsibility for their actions.

The five Values of commitment, compassion, courage, integrity and respect are consistently referred to as a model for students to follow.

The School aims to provide a safe and supportive environment where each student who attends the School exercises their human right to be a part of a social community where they are free from physical and psychological harm.

Students need to develop respect for themselves and others through appropriate social behaviours and attitudes. They should be self-reliant and respect the feelings and rights of others.

Teachers adopt a constructive approach to discipline. They strive to foster self-esteem through positive reinforcements, rewards and opportunities for success. Praise is an important element.

The wellbeing program functions in partnership with the School community through a system of relationships, rules, rewards and sanctions designed to develop self-discipline.
## Financial Information

### Unaudited Statement of Financial Position

As at 31 December 2017

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual</th>
<th>2016 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
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<td></td>
</tr>
<tr>
<td>Cash and Receivables</td>
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<td>GST Receivable</td>
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<td>516,634</td>
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<td><strong>Non Current Assets</strong></td>
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<tr>
<td>Land Improvements, Buildings,</td>
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<tr>
<td>Computers and Plant &amp; Equipment</td>
<td>61,961</td>
<td>76,651</td>
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<tr>
<td>Computer Equipment</td>
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<td>-</td>
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<tr>
<td>Plant and Equipment</td>
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<td>Art Works</td>
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<td><strong>Total Non-current Assets</strong></td>
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<td><strong>Total Assets</strong></td>
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<td><strong>Current Liabilities</strong></td>
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<td>Other Creditors and Liabilities</td>
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<td>Trade and Other Creditors</td>
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<tr>
<td><strong>Nett Assets</strong></td>
<td>486,899</td>
<td>557,331</td>
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<tr>
<td><strong>Retained Surplus</strong></td>
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<tr>
<td>Balance from Previous Year</td>
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<tr>
<td>Current Year Surplus</td>
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<td>443,607</td>
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<tr>
<td><strong>Accumulated Funds</strong></td>
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<td>557,331</td>
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## Unaudited Income and Expenditure

For the Year Ended 31 December 2017

<table>
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<tr>
<th>Recurrent Income</th>
<th>2017 Actual</th>
<th>2016 Actual</th>
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<tbody>
<tr>
<td>Admission and Tuition Fees</td>
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<td>Donations</td>
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<td>Commonwealth and State Funding</td>
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<td>Interest Income</td>
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<td><strong>Total Current Income</strong></td>
<td><strong>732,865</strong></td>
<td><strong>1,118,643</strong></td>
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<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
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<tbody>
<tr>
<td>Cleaning</td>
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<td>13,669</td>
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<tr>
<td>Depreciation</td>
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<td>General expenses</td>
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<td>Grant Expenditure</td>
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<tr>
<td>Grounds and Gardens</td>
<td>179</td>
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<td>Hire of Bus</td>
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<td>Motor Vehicle Expenses</td>
<td>20,405</td>
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<td>Other - Akaye Barker</td>
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<tr>
<td>Rent</td>
<td>5,200</td>
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<td>Repairs and Maintenance</td>
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<td>Tuition - Materials &amp; Excursions</td>
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<td>Uniforms, caps and ties</td>
<td>6,452</td>
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<td>Wages and Salaries - Support Staff</td>
<td>53,899</td>
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<td>Wages and Salaries - Teaching Staff</td>
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<td><strong>Total Recurrent Expenditure</strong></td>
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<td><strong>675,037</strong></td>
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<tr>
<td><strong>Total Recurrent</strong></td>
<td><strong>(70,432)</strong></td>
<td><strong>443,607</strong></td>
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**Net Surplus For The Year**

(70,432)  443,607