Annual Report
Henschke Primary School

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**Introduction**
Henschke Primary School motto is ‘To Serve One Another in Love’. This motto is actively displayed throughout the school by staff and families every day. The school has had many highlights throughout the year and this Annual Report is an account of the many areas addressed, attainments made and the achievements of our students and staff.

1. **The School**

Henschke Primary School is the largest co-education Primary school in Wagga Wagga, located ‘on top of the hill’ in Bourke Street. We are proud of our strong traditions and foundations as the Saint Maria Goretti School founded by the Presentation Sisters in 1952. We have grown from modest beginnings to our current enrolment of 580, and have many plans for the future development and growth of our school.

Although the physical appearance of Henschke has changed significantly over the years, our core values remain the same. We aim to instill Catholic ethos and values into all aspects of our student’s learning, and look to nurture each individual’s talents and skills through our range of curriculum experiences and extra-curricular opportunities. Our school’s Vision State is very much at the heart of all we do.

**Religious Education**

In 2006 we have continued to live out and celebrate our uniqueness as a Catholic school within the Wagga Wagga Diocese.

**Our Vision and Mission**

**Vision**

The Children of Henschke Primary will know that they are always loved by God and they will return that love in word and deed as they follow Jesus throughout their lives.

**Mission**

To achieve this vision the Henschke Primary School Community commits itself to being:

- A community of faith where the good news of God’s everlasting love is proclaimed and our Catholic religion and faith traditions are taught and celebrated.
- A community of Christian witness, where gospel values form the basis for living and learning.
- A caring and inclusive learning community where diversity is respected and individuals are supported to maximise their talents and achieve their potential.
- A community of service, playing an active part in shaping a better world by modelling and promoting the use of each other’s gifts for the benefit of society.
The vision and inspiration of the Presentation Sisters and their Foundress Nano Nagle, continues to inspire us as Religious Educators. The Sisters are always welcome visitors, faithful friends and enthusiastic VIP’s at our Presentation Mass and celebration held each year in November. This year we introduced the children to the spectacular Nano Nagle Icon and the story it contains, as each year we delve a little deeper into the vision of Nano.

 Sacramental Programs
The Sacramental life of the Parish has been strengthened with children in three grades, under the guidance of their dedicated and committed Sacramental Teachers, prepared for and receiving the Sacraments of Reconciliation, Eucharist and Confirmation. The teachers at Henschke consider it a privilege to assist and work with parents and our Priests in this important area.

 Curriculum Focus
In 2006 we have been busy implementing the new Diocesan Syllabus for Religious Education. Next year we will be reviewing our curriculum policy preparing it for Curriculum Review.

 Parish Involvement
Mass is celebrated almost every week of the year with either a School Mass or a Stage level Mass. Every Primary grade receives the Sacrament of Reconciliation each term. As well, we celebrate our Paraliturgies, Weekend Commitment Masses and evening Reconciliation Liturgies for Sacramental families. We could not do this without the extraordinary generosity of our organists. We welcome Fr Peter as our school chaplain and we have been overwhelmed by his generous and enthusiastic support and involvement with the school.

This year saw the Mini Vinnies, students from Years 5 and 6 continue their generous work, modeling themselves on St Vincent de Paul and Frederick Ozanam. They have organized movie lunch times to raise money that will be used within the Parish to fund children to attend the St Vincent de Paul holiday camps. At the end of each term they have organized a students versus teachers sporting activity that has been a lot of fun and helped build school spirit. They have inaugurated the Henschke Ashes Trophy that will be played in the final week of Term 4 each year. They also help with our huge groceries and Christmas presents appeal and in their own time held lunchtime meetings to pray and share the good news of Jesus’ love for all. I would like to personally thank the hardworking and creative outgoing committee.

The Staff of Henschke had a day of Prayer and Reflection at Vianney College that began with a Mass and reflection led by Bishop Hanna. This was followed by two guest speakers who challenged us to gain a balance in our lives between being a ‘Mary’ or a ‘Martha’. There was then time for quiet prayer and reflection in the beautiful Vianney chapel.

Our commitment to Social Justice is highlighted in our RE Units, our teaching perspectives and our faithfulness to financially supporting the ‘Missions’. Every class takes part in this on a weekly basis and it culminates with Mission Month in November. This year we raised $7000.00. Mrs Pat Meaker, the Diocesan Director for Missions in our Diocese attended our Mission Mass and personally thanked the children for their efforts and reminded them that they are the most generous school in the whole diocese. A special appeal was held for our Orphanage in East Timor and we exceeded our expectations by raising an additional $1000.00. We could not do this without the generous support and commitment of all our parents.

Every student has the opportunity to place the names of departed relatives and friends in our special Henschke Holy Souls book that stays on display at the front of our Parish Church in November. With the help of our parents we hope that the children will continue to see the connection between the school and the parish and that in the future they will continue to live out our school vision with an active and spirit-filled Catholic life that reflects the unconditional love of God.

 Students at Henschke Primary School are treated with respect and fairness by staff. Students and parents are encouraged to
practice this type of supportive action to facilitate social, academic, physical and emotional development. Support and encouragement by all stake-holders is fostered and included in all communications. The appropriate use of non-discriminatory language and behaviour practices are encouraged in all meetings and gatherings. Identification of inappropriate mentoring is brought to the attention of the parties concerned in a consultative approach.

Henschke promotes recognition and edification for its students, staff and community. Processes and opportunities, both planned and unplanned, such as weekly awards, newsletter recognition and regular assemblies.

The school’s Student Welfare Policy is supportive and positive in nature, with consequences for actions clearly identified for inappropriate behaviour.

Parents are the first educators of children. The School exists to help parents in a work which is properly theirs. The teachers, in collaboration with the Principal, will keep the parents informed of the child’s progress and development, and of ways in which they can co-operate in the education of their child. A spirit of loyalty and unity will be fostered between the home and the school.

Henschke Pastoral Care Policy details the processes and access to internal actions and external access to the School Counsellor, provided on a weekly basis on site by the CSO and Centacare Wagga Wagga. The Principal is responsible for liaising with students, staff, parents, school counsellor, parish priest and/or other external agencies. The Students with Special Needs Policy details the school’s protocols for assistance. Each parent should expect of the school:

- An atmosphere in which Christian attitudes are exemplified, and expected, producing peace and happiness in the child.
- Opportunities for the child to participate in the liturgical worship of our Church.
- Educationally sound teaching methods.
- Reports, written and verbal, on the progress of each child.
- Discussion with teachers by arrangement and participation in parent/teacher meeting.
- Opportunities to become acquainted with educational trends.
- Advance notification of school activities and adjustments to routine, except in the case of an emergency.

- Loyalty to the family.

The School should expect of each parent:

- An adherence to Catholic values exemplified in living and worship in accordance with our school vision.
- Practical involvement in the Sacramental Programmes.
- An interest in all that widens the child’s educational development – library membership, personal or school excursions.
- Co-operation and interest in school activities and assignments and an adherences to school policies.
- Loyalty to the Principal and the Staff.

The Arts

During the year students at Henschke Primary School are involved in many creative activities including the following:

**Music**—The children performed in the Eisteddfod this year. Kindergarten, Year 1 and Year 4 all performed beautifully and were well prepared and led by their teachers. Henschke Primary School Choir led by Mrs Florence Nickle has been busily performing at many venues throughout Wagga this year including Farmer’s Markets, Myer, South City shopping Centre and Calvary Hospital. In Term 1 each year our Year 4 students put on a sing-a-long for the senior citizens of our school community. Recorder lessons are a part of the Year 3 music program.

**Art and Craft**—As well as classroom art and craft lessons and projects all students make an item of craft for sale at the Annual School Fete, students also enter various sections of the Wagga Wagga Show including the art and craft section. An excursion is planned for Year 4 each year to visit the Art Gallery.

**Drama and Dance** – Drama is an important part of our school curriculum and the students have many opportunities to use their skills in front of an audience. Highlighting religious feasts are times when we use drama especially Holy Week, Easter, Advent and Christmas. Anzac Day and NAIDOC week are other opportunities for students to display their skills

Each year all students learn about dance as part of the curriculum. Social dance is a focus for Year 6 students leading up to their Graduation and Social.
**Sport**

The year in sport in 2006 has again been an extremely busy one with barely a week passing without some type of sport event involving either individuals, teams or classes.

Henschke was again well represented in representative sports with children involved in Australian Rules Football, Netball, Tennis, Basketball, Swimming, Athletics, Cross-country and Softball among others. Some students were talented enough to represent Mackillop.

Many sporting organizations came to Henschke this year to develop the skills of the children in sports such as Rugby League, Soccer, Cricket, Rugby Union, Little Athletics, as well as the continued programs run by the NSW AFL within the classes. Our Auskick program was very well supported again with approximately 140 students taking part.

Henschke continued to utilize the resources of Airborne Gymnastics for all years with the exception of Year 2, as they began a new swimming program at the Oasis Swimming Centre in Term 4.

Henschke participated in many sporting competitions this year, such as the Paul Kelly Cup (AFL), Mortimer Shield/Trent Barrett Cup (Rugby League/girls Oztag), Walla Rugby Gala Day, as well as the NSW Netball Championships, in which the Year 6 girls won their division.

Special mention must be made to the Paul Kelly Cup Australian Rules team, who remained undefeated in ten games to first of all win the Wagga section, then proceeded to Sydney to play at the SCG in the statewide finals. They defeated Canberra Grammar convincingly in the final to be crowned NSW champions. Approximately 1100 schools entered this competition.

For the program to have maximum impact, the Foundations need to be taught and reinforced throughout the school year.

It is vital that students clearly understand what specific behaviours go along with each of the foundations.

**Kindergarten Orientation**

In Term 4 of the school year Orientation is held for the new Kindergarten children. The children spend an afternoon with a kindergarten buddy and enjoy the atmosphere of the classroom environment. This enables the children to prepare for the beginning of school in the new year.

**Peer Support**

The Peer Support program is run every year throughout the school. Year 6 students are trained as leaders at the beginning of the school year, and then once a week the whole school from K-6 meet in small groups with the Yr 6 leaders conducting the groups.

**School Buddies**

All Henschke Primary School students are involved in a buddy system. eg Kindergarten and Year 6 students, Year 1 and Year 5 meet once a week in small groups with the older students also enjoy having an older student who is looking after them especially on the playground.

**Eco-System Garden**

Our Garden has had a few ups and downs this season with the dry weather and some unruly chooks, we have had a bit of a battle! We were lucky enough to put in for and received a grant from WWCC for a water tank to help with the watering of the garden and fruit trees. It hasn’t been installed yet but that is on the agenda very soon.

Our apple trees have some apples on them so we are looking forward to having them ripen and our citrus trees had lots of blossoms so we are hoping for lots of lemons, oranges, mandarins also are peach and nectarine trees look healthy too.

We have five chooks (who love seedlings!) they supply us with lovely eggs each day. Our vegie garden has lettuce, eggplant, capsicum, spring onions, tomatoes and silverbeet all growing nicely. We have strawberries, rockmelons, watermelons and some bright sunflowers growing also.
Year 2S have been in charge of the garden and chooks this year and have done a wonderful job. Our next project is to fit a drip system to the tank for our fruit trees. We have applied for some financial help from Wollundry Rotary, they were very kind in helping us with our fence very early on.

School Policies
www.cso.wagga.catholic.edu.au

Student Welfare (Pastoral Care)
This Policy aims to:

- Enhance positive relationships and connectedness across the whole school community by promoting mutual respect, communication, security and well-being.
- Recognise and nurture approaches to learning and teaching, across all curriculum areas, which endorse pastoral care.
- Coordinate and link policies and programs within the school with a particular focus on pastoral care.

Discipline
This policy aims to:

- Make explicit the links between the school's vision and mission and the systems of behaviour management operating within the school.
- Assist teachers as they work to support, develop and maintain students’ ability to make responsible behaviour choices.
- Clarify processes and procedures to be used to manage irresponsible or inappropriate behaviour choices.
- Provide a clear and accountable framework for communicating behaviour expectations and management strategies to all stakeholders.

Dealing with complaints and grievances
The School's Community Grievances Policy aims to support and encourage the ongoing development of positive relationships. It provides a Positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment.

School Council
Annual Report – Chairperson
I would like to report on some of the activities of the School Council in 2005 and acknowledge and thank outgoing and continuing Council members.

The role of the Council is one of support, advice and service to the school. In 2005 this has happened in many ways.

Council members have actively worked on projects both large and small but each significant such as the:
* Year 3 classrooms and adjacent areas.
* Working bees
* Financial and administrative advice
* Sub committees such as traffic sub committee, Year 3 area

It has been heartening to witness council members giving freely of their time to assist the school and to work together towards positive goals whilst getting to know and appreciate others gifts and talents.

My thanks to Council members for their support, contributions and advice. Our achievements are in most cases a result of the collective wisdom that eventuates through the involvement of all members.

Michael Jones and Monica Cameron welcome advice are great models as learners. They approach issues with a positive intent, a willingness to learn and a desire to improve our school for the student’s sake.

Thanks to Val Dolan who has again worked so well in organising and monitoring financial aspects of the school. Also thanks to the staff in general, both teaching and ancillary who do a wonderful job.

Fr Murray our Parish Priest deserves special mention, his care and ministry to members of the school community is obvious and appreciated by all.

The 2006 Council already has some challenges to look forward to with the refurbishment of the primary area and the ‘Investing in our Schools’ program, both significant projects.

I look forward to working on the Council in 2006 and welcome new members to support the school in it endeavours during the year.
2. Information on Key School Programs

Curriculum Focus

2006 saw Henschke Primary School focus on Creative Arts. This curriculum area was a focus area for staff Professional Development. During Term 4 we had a successful review of this Key Learning Area – recommendations from this review will guide the follow-up process in 2007.

Programs to Support Learning

Japanese

The Japanese program has aimed to broaden children’s horizons by giving some insights into a culture so different from ours.

With this in mind, we've looked at areas which have had the most appeal to children. The ways in which celebration of the many festivals which take place throughout the year in Japan have excited most interest.

The language part of the program has given children access to the vocabulary allowing them to speak about themselves, their family, friends and things they like to do.

Although we've looked at the three writing systems, the time allocated has not been sufficient for memorization of these.

Hopefully, the program has engendered a life-long curiosity and interest in investigating the many amazing cultures which comprise our world.

Library

At the beginning of the year we welcomed Mrs Felicity Suckling to our school to work as Library Assistant and her contribution to the operation of the library has been wonderful and greatly appreciated. Mrs Jenny Powell has continued to assist the library through the reshelving of resources and the covering of hundreds of books. We have a great library team.

Throughout the year we have focused on the enjoyment and appreciation of literature and the development of information skills. In Term 1 we looked at the Commonwealth Games that were held in Melbourne and enjoyed learning about the various events and the records that have been created.

In Term 2 our library theme was ‘Fairytale’. The children enjoyed listening to fairytale, including ‘The Pied Piper’, ‘The Twelve Princesses’ and ‘The Shoemaker’s Elves’.

Term 3 was very busy as we celebrated Bookweek. The theme for this year was ‘Book Now’. We turned our library into an aeroplane. Students were given passports, which allowed them to travel to places such as ‘Narnia’, ‘Middle Earth’ and ‘The Faraway Tree’. Our flight attendants served drinks and biscuits and we enjoyed the great range of literature available on our flights! The parade was a great success and is such a great way to celebrate our love of books.

We have been very fortunate to continue to recognise students that show a keen interest in books and the library through our ‘Literature Award’. We greatly appreciate the patronage of the Wallace Family which has enabled this award to continue.

Equity Programs

Aboriginal Education

Lorraine Parker and Sheila Dedini-Little worked on a Wiradjuri HSIE unit with 4Mc. This involved looking at local history and tree planting. The children were very involved in this unit.

NAIDOC week is held 25 August. This included guest speakers and visitors for each grade level. A special assembly was held, followed by special activities in the classes assisted by the local Aboriginal community.

Children in the school participated in two NAIDOC competitions, one colouring-in and the other story writing on ‘My Best Friend’. A student from 6S won a stereo in the story writing competition which was presented to him at assembly by the Deputy Mayor and local Indigenous member. There were over 100,000 entries.

Wiradjuri Yal-Balinga-Da presented a community Maldhaanygilanha (concert) on Saturday 4 November 2006 in the Civic Theatre. Four students were performing on the night. The Governor of NSW, Her Excellency Professor Marie Bashir and June Daley-Watkins were present on the night.
Programs to Support Students

Reading Recovery
At Henschke Primary this year, Reading Recovery has operated with three teachers. We have been able to offer support to children in Year One who require further literacy assistance on a one to one basis.

Children who are fortunate to be place onto the program receive an intensive individualised program that works hand in hand with what the children are learning in class. Early intervention is the key to success in all aspects of literacy.

Reading Recovery teachers attend ongoing inservice support throughout the year. This enables teachers to meet with other Reading Recovery Teachers under the guidance of the tutor who provides challenges and insights to how we best address the literacy needs of the children we are teaching.

Special Education
Individual education plans are formulated by the teachers to assist the teacher’s aides to best meet the needs of our special needs children in our care. They provide ongoing support and encouragement for each student to reach their full potential and to access the curriculum in a positive and effective manner.

Language Class
As a result of the success of the Language Class in the MIA in 2005, the project has been expanded to include schools in Wagga and Albury. Henschke took up the challenge in 2006 and commenced the Language Class with a small group of Year 1 and Kindergarten children.

The purpose of the Language Class was to provide explicit teaching to improve the children’s acquisition of the ‘Talking and Listening’ outcomes from the English K-6 syllabus.

Children are withdrawn from their home class and taught in a small group, with a Language Class Teacher who has had training with Catholic School Office staff and a speech pathologist.

This had been the first phase of the program and Henschke is committed to continue the second phase in 2007.

Respect and Responsibility

The ‘You Can Do It!’ program was introduced to staff and students at the beginning of 2006 and followed up with a professional development day for staff and a parent information evening (Values Forum) for parents in Term 3. This program supports our Safe Schools Framework while developing attitudes and values in our students that will equip them with the foundations for academic achievement – getting along, organisation, persistence and confidence. These foundations also support and develop resilience in the students to help them through the ups and downs of life.

Student Achievement

Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>98.5%</td>
<td>99.3%</td>
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</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.7%</td>
<td>99.2%</td>
<td>99.2%</td>
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</tbody>
</table>

Basic Skills 1998 to 2006
Our school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the BST Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.
3. School Renewal

Progress of the School Renewal

Framework

School Improvement Targets
In 2006 Henschke Primary School’s focus for improvement included:-
- The introduction of a social skills program ‘You Can Do It!’
- Curriculum review of our Creative Arts Policy
- Introduction of an electronic roll and twenty new computers for classrooms
- Assessment and Reporting changes to meet new State and Commonwealth government legislation
- Professional Development for staff in reporting to parents, Creative Arts, ‘You Can Do It!’ and Spirituality
- Maintenance programs eg refurbishment of Year 2 classroom, playground beautification and plans for refurbishment of Primary Classrooms

Major areas for Improvement in 2007 include:-
- Refurbishment of Primary classrooms and toilets
- Addressing the issues around safe access to the school for students and parents
- Assessment and Reporting
- Embedding the ‘You Can Do It!’ program
- English and Religious Education Curriculum

4. School Overview

School Enrolment

Enrolment Policy
Henschke Primary School/s Enrolment Policy aims to provide equitable prioritising of enrolment applications and to ensure that the requirements of State and commonwealth legislation are met. Our Enrolment Policy is supported by the Catholic Schools office Enrolment Policy.

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Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>285</td>
<td>266</td>
<td>20</td>
<td>7</td>
<td>578</td>
</tr>
</tbody>
</table>

*Linguage background Other Than English

Structure of Classes
In 2006 Henschke Primary School had four Kindergarten classes and three streams from Year 1 – Year 6. The average class size was 26.2 students.

Staff

Teacher Standards
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>0</td>
<td>0</td>
<td>33</td>
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</table>

Professional Learning
Henschke Primary School is lucky to have many dedicated teachers who love and value learning. During 2006 they not only participated in the Professional Development opportunities provided through the School (and outlined in Section 3 School Renewal) but also took up many other opportunities to further their knowledge and skills some of these are listed below:-
Guided Reading
Speech – Articulation
Jolly Phonics and Jolly Grammar
Reading Recovery Training and Continuing Contact
Language Class Training
Multiple Intelligences
Visual Literacy
Early Literacy
Zart Art
Curriculum Review
Assessment and Reporting
Literacy Learning and Teaching in the Classroom – Continuing Contact
Beginning Teacher Program
World Youth Day Workshop
Inquiry Approach
Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident(workers compensation leave. An attendance rate of 95.6% was achieved in 2006 by staff at Henschke Primary School, Wagga Wagga.

Parent Involvement and Participation
Parents are involved in many activities at Henschke. School Canteen, Uniform Shop, School Banking all operate by volunteer parents. The Infant classes also have parent involvement in the classroom with support in maths, reading and writing.

Parents are called upon during the year for working bees, Tuck Day, setting up and taking down of the Annual Fete. Henschke Primary School is very fortunate to have such supportive parents who are always willing to help when it is needed.

P & F Annual Report
The 2006 P & F year has been another great year. And not just in the fund-raising sense – our activities helped to provide a basis for parents to get to know others at the school. The P & F is all about raising much-needed funds to keep our school fees as low as possible, giving parents an arena in which they should feel safe to raise issues that concern them, and providing parents with some level of social interaction.

Our fundraising activities; Chocolate Drive, Fete, Over the Hedge premiere and Trivia nights were again great successes, both financially and socially, helping to bring parents together and increase the feeling of community within the school.

The challenge of involving more parents in all aspects of the school is an ongoing one, and it doesn’t get any easier. But I know that the new committee will meet the challenge head-on and find new and exciting ways to do this.

Community Use of School Facilities
The South Wagga Parish operates Playgroup every week for mums and toddlers, this is held in the Marian Hall.

Cricket and Netball training is held during the week after school with parents coaching teams. Tennis is held by an outsider provider every week, students from Henschke are able to have lessons.

Community Satisfaction
The following information has been provided to Henschke Primary School. It has been a valuable gauge for determining the level of satisfaction our community has with Henschke Primary School

Parents
My child (son or daughter) is usually happy at Henschke Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>61.5%</td>
<td>30.7%</td>
<td>0%</td>
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Students
I am usually happy at Henschke Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>26%</td>
<td>66%</td>
<td>6%</td>
<td>1%</td>
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Staff
I am usually happy at Henschke Primary School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
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Financial Statement Summary
See Appendix A

About This Report
The Henschke School Principal, Assistant Principal, Coordinators and teachers with areas of special responsibility have contributed to Henschke Primary School 2006 Annual Report. We also acknowledge the Chairs of our School Council and P & F for their contributions.
APPENDIX A

This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

System Income 2006

- School Fees 14%
- Other Fee Income 5%
- State Government Recurrent Grants 21%
- Commonwealth Government Recurrent Grants 57%
- Capital Income 3%

System Expenses 2006

- Salary and Related Expenses 73%
- Non Salary Expenses 20%
- Capital Expenditure 7%
The total income and expense of the school, that is included in the above, is shown below.

### Income

- **School Fees**: 9%
- **Other Fee Income**: 4%
- **Commonwealth Government Recurrent Grants**: 65%
- **State Government Recurrent Grants**: 22%

### Expenses

- **Salary and Related Expenses**: 83%
- **Non Salary Expenses**: 15%
- **Capital Expenditure**: 2%