



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St John the Baptist PS

12 Victoria Street, MAITLAND 2320

Principal: Mr Margaret McCartney

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About this report

St John the Baptist PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St John the Baptist Primary School is prominent in the local community and offers a sound Catholic education for the 394 students who are enrolled.

We have a strong Catholic identity, and an atmosphere of warmth and care pervades our school community. Our parent body is an enthusiastic and vibrant group that works together in many classes and whole school endeavours to assist in the education of their children and foster community spirit. We celebrate our Dominican heritage and recognise the contribution made by the sisters to the history of St John's.

2022 was a year of professional growth for the teachers and we continued to implement Leading Learning Collaboratively in order to build teachers and leader capacity to increase student achievement and growth.

Some of the highlights for 2022 have been:

- NAIDOC Week Celebrations
- Gymnastics coaching
- "Writing a Book in a Day" competition
- The continued success of the implementation of the BYOD program
- Continued focus on Gifted Education with 3 students from Year 6 enrolled in the Virtual Academy

Throughout 2022, we continued with our work on the Early Learning Framework with Kindergarten immersed in the "Successful Foundations" project, which utilises play-based learning throughout the curriculum. This approach to teaching and learning continues to show great results. 2022 saw all students in Early Stage 1 and Stage 1 engaged in the InitialLit phonics program.

The school continued to engage with the Diocese in the implementation of Lyn Sharratt's work of explicit teaching and data driven decision making in teaching and learning. The school engaged two pedagogical mentors to work with staff focusing on Writing. A focus on the development of learning intentions and success criteria in English and Mathematics was also undertaken. This has resulted in increased student engagement and students being active participants in their own learning.

The school continues to promote technology, providing rich and varied tasks aimed at engaging students in collaboration and critical-thinking opportunities. STEM has been a focus of our RFF model. Our school continued to focus on social justice through Children's Mission,

St Vincent de Paul, and Caritas.

I would like to extend my thanks to all those families and friends who have volunteered their time, services and gifts with us here at St John's. Without your support we would not be able to achieve all that we do or as well as we do it. I would also like to offer my sincere thanks to the wonderful staff I have the privilege of working with. Our teachers, support staff in classes and the office are all amazing and incredibly hard working. Their passion for children and learning is obvious every day and it is a joy to come to work in such a positive place each day. They always have the children's best interests at heart, and it is wonderful to be part of such a caring community.

My final thanks, I wish to extend, goes to all our students. Thank you for being the well-mannered, caring, happy-to-learn group of young people that you are. You have all grown in so many ways this year, not just in size, and you should be very proud of yourselves.

Children, parents and staff are immensely proud of their school and all our achievements. This Annual School Report will give you an insight into St John the Baptist Maitland.

Parent Body Message

St John's has an active and enthusiastic Parents & Friends Association (P&F). All parents, guardians and families of students are automatically members of the P&F. The primary objectives of the P&F are to promote the values of our school, facilitate parent engagement, be involved in practical ways and fundraise. The P&F is our key parent forum and provides critical input from the parent body to the school staff and executive. It is also an important point of communication regarding school operations and developments. The P&F team works diligently as they endeavour to build the relationship between the school, students and parents, and to be more active and relevant by providing our families with a voice and allowing them to deliver feedback from a parental perspective.

St John's is a community school and families enjoy being part of our school community. As parents, carers and grandparents we have had the opportunity to be been involved in most aspects of school life at St Johns. Parents have been involved in Reading Groups, sports activities, canteen, P&F, fundraising, gardening, mother's day and father's day celebrations, masses and liturgies, performances and excursions. From a financial perspective, the P&F continues to make a contribution to St John's with the year's funds being directed to the ongoing development of school resources and playground upgrades.

The staff of St John's worked extremely hard during 2022 while the school and community adjusted in returning to usual operations. Their ongoing commitment to providing a positive and supportive learning environment is greatly appreciated. On behalf of the P&F and our whole school community, I offer a heartfelt thanks to all the teachers and staff of St John's.

We can't express our gratitude enough for your contributions, and your unwavering devotion to our children and their learning.

To the many parents who volunteered their time to the school during 2022, your contributions have been greatly appreciated and are highly valued. Thank you.

Student Body Message

Overall, this year has been a very good experience for all students. It was a pleasure to have a full year in person at school with the COVID pandemic slowly fading away.

We have also experienced physical changes to the school such as the shades in the courtyard and now we are having improvement in our grass area. Year 4,5 and 6 have BYOD and we have new Robotic equipment to use for our STEM classes. This year, people have also accomplished many things, people have been to Polding and Trials for different sports, carnivals (without any COVID restrictions). We have had new teachers at our school. We have been very lucky to have NAIDOC week celebrations with 2 incursions. We were able to have a Musical in Term 4. We returned to having Class Assemblies. All classes were able to go on Excursion during the year.

School Features

St Johns is a Kinder to Year 6 Primary School. We are growing each year into a double stream school (2 classes in each grade). St Johns had 394 students at the beginning of 2021.

St. John's history began on April 7, 1856, when the foundation stone for the school was laid. The school was initially staffed by two Patrician Brothers who were followed by 2 lay teachers.

St John the Baptist Maitland was the first school in the Maitland/Newcastle Diocese. In 1866 the N.S.W. Colonial Government proclaimed a Public-School Act and issued a certificate to St. John's School accrediting it as a "Denominational School" under the Act. The Dominican Sisters began their role at the school on 16th September 1867. St John the Baptist still holds close ties with the Dominican Sisters.

Over the years many additions have been made to the buildings and structure of the school. In 2010 the school underwent major renovations and additions to facilities. The new works included construction of 5 new classrooms, a multi-purpose hall, administration block, library and computer suite, canteen and carpark.

The playground was redesigned with work done to create 2 football/soccer fields, lunch pergolas and tables and a concreted courtyard with artwork games.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 194 | 204 | 19 | 398 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 90.26%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 89.28 | 91.49 | 90.37 | 91.11 | 90.57 | 88.77 | 90.24 |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 34 |
| Number of full time teaching staff | 16 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 10 |

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Pupil Free Day:

Faith Accreditation Adam Frost

Establishing Agreed practices in English

Whole day school Focus 14 Parameters

Weekly Staff Meetings Focus:

Each term

2 staff meetings focused on establishing the Assessment Waterfall in each classroom

2 staff meetings 14 Parameters, working collaboratively, Learning Intentions and Success Criteria

1 Staff meeting establishing PBL

2 staff meetings focus on Learning Support, Gifted education and Aboriginal Education

Staff were also given the opportunities of professional learning in Anaphylaxis, CPR and Asthma.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be Centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St John's promotes an obvious Catholic Identity in numerous ways:

Morning Assemblies commence with our School Prayer and one traditional prayer each term.

Our school foyer has symbols and icons of our Catholic identity and two large format signs of our School Prayer, and the Prayer of St Dominic are displayed in the school courtyard.

Whole school, class and stage-based celebrations of Mass and non-Eucharistic liturgies including Ash Wednesday, Holy Week, Easter, Catholic Schools Week, and the Celebration of the Sacrament of Reconciliation for our senior classes (outside Covid).

Chapel Visits – for Q&A of our Catholic traditions and Dominican charism.

End of Year School Awards including Christian Living, Exemplary School Spirit and Service to the Community Awards.

Staff Faith Formation = whole day in March, with staff P.D. once each term on either faith development topics or Religious Education matters.

Prayer opportunities for the children occur throughout the day and in recognising the needs of individuals we made time to pray for the special needs of family members, (injuries or suffering acute illness, death of a family member) as well as for local or national needs such as the Floods in Lismore.

The school actively participates in the life of the parish through:

Regular contact with our priests

Communication and collaboration with the Regional Youth Coordinator (ACTiv8) including training of Altar Servers here at the school.

Contributions to the publication - Chisholm Connection

Support of our Parish-based Sacramental Programs.

Close collaborative relationships with schools in the Chisholm Region and in particular, a close working relationship with our secondary schools, St Peter's and St Mary's.

Supporting diocesan initiatives by our presence at events and functions including;

The Called to Serve Liturgy at the Cathedral,

Diocesan launch of Project Compassion

Diocesan Catholic Schools Week Liturgy,

Contact and support of diocesan groups, e.g. Centacare, Catholic Mission Office

Participation in Project Compassion - Caritas Australia and Catholic Missions

Contributions to the Diocesan newspaper Aurora

Emmaus Awards and most recently the Remembrance Liturgy on the first Anniversary of the death of Bishop Bill Wright.

Staff Prayer is held each week. Our teachers take turns to prepare a variety of formats including formal collective prayers, video footage for reflections and opportunities for personal responses. This served as a reminder that we have a vocation in giving witness to gospel values including the importance of prayer.

Students had opportunities to put their faith into action through participation in raising funds for Project Compassion, the Lismore Flood Appeal, Catholic Mission, Vinnies Winter Appeal and Catholic Mission's Ethiopian Appeal. These events were coordinated by our Minnie Vinnies Conference with students from Years 4, 5 & 6 leading each activity.

Our Year 6 student visits to Benhome Aged Care Facility each term have yet to resume since Covid 2020. This was part of our pastoral outreach.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2022 our School Improvement Plan focussed on the following main areas:

- Spelling through Writing
- To develop a Faith formation framework, which includes staff, students and families.
- To continue the agreed recommendations for education of gifted students
- Support the implementation of quality pedagogical practices through curriculum differentiation that engage and motivate students resulting in overall improvements in literacy and numeracy
- Prepare teachers and emerging leaders to meet NESA accreditation requirements by providing information sessions and other professional learning activities

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 58% | 52% | 11% | 12% |
| | Reading | 51% | 54% | 11% | 11% |
| | Writing | 57% | 50% | 4% | 7% |
| | Spelling | 49% | 48% | 11% | 15% |
| | Numeracy | 34% | 34% | 11% | 15% |
| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 37% | 31% | 18% | 14% |
| | Reading | 32% | 39% | 11% | 11% |
| | Writing | 12% | 25% | 12% | 18% |
| | Spelling | 39% | 37% | 12% | 14% |
| | Numeracy | 23% | 25% | 13% | 16% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

During 2022 Kindergarten and Year 6 students participated in the Better Buddies Program, established by the Alannah and Madeline Foundation. This program promotes caring for others, friendliness, respect, valuing difference, including others and responsibility. Each Kindergarten student was assigned a Year 6 buddy who assisted them especially in the first few weeks of school. Some of the bonds forged between Kindergarten and Year 6 children were very close. This was exemplified by our Year 6 and Kinder students forming a guard of honour for 'old' buddies (now in Year 12) to wish them success in the H.S.C. We also acknowledge the achievements of our students in all areas of curriculum and the living of Christian values through awards which are distributed at weekly assemblies.

Our Year 6 Leaders lead the school assembly each morning which involves the National Anthem, School Prayer, messages and birthdays.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Formation

Improved understanding of Faith Formation among Staff.
Focused Faith Formation Pedagogy of Encounter to staff each semester

Learning

Clear, shared differentiated learning intentions and success criteria are evident in every classroom. Flexible grouping in the English and Mathematics Block is established.

Teaching programs show evidence of a differentiated approach to teaching.

Student growth plotted on Data Walls.

Regular CMM and PLT meetings scheduled focussing on tailoring instruction to meet students' needs.

Priority Key Improvements for Next Year

Catholic Formation

Improved understanding of Faith Formation among Staff.
Focused Faith Formation Pedagogy of Encounter to staff each semester

Learning

Clear, shared differentiated learning intentions and success criteria are evident in every

classroom. Flexible grouping in the English and Mathematics Block is established.

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Regular CMM and PLT meetings scheduled focussing on tailoring instruction to meet students' needs.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The parents of St John's readily affirm the partnership they enjoy with the school. The palpable camaraderie that exists among the staff is noticed and appreciated by parents. The co-operative atmosphere in the school is also respected. Parents feel welcome to participate in the life of the school and they acknowledge the care and learning opportunities given to their children. St John's has a strong and positive relationship with the local parish and a culture exists in the school that is welcoming of all.

Parents and friends of St John's are keen to be involved in school and class events. Whole school and class assemblies, liturgies and masses, special celebration days are all widely patronised with the enthusiasm for supporting their children's education being obvious. Our parents appreciate the strong Catholic identity that is evident in our school.

Our survey data indicates that parents believe that their students are safe at school and that the school supports positive behaviours. They are kept well informed of what is happening in the school and they feel welcomed at the school.

Student satisfaction

The students of St John's are very proud of their school. They wear their uniform with pride and place importance on their feeling of being a special and valued member of our school community. They show a great concern for the well-being of their fellow students and relationships between our children of all ages are marked with respect and dignity for the individual. The children relish any opportunity to celebrate, perform, showcase or just enjoy the company of visitors to their school and classrooms. They demonstrate particular satisfaction in representing their school not only at sporting events but at events such as the Launch of Project Compassion, Way of the Cross and ASPIRE. They are well mannered and courteous to each other, welcoming and inclusive of new students and respectful of the varying needs of each other.

They have a special ability to respond to students in need and have a mature sense of social justice. Our students articulate the great connection they have with their teachers and that they attend St John's which is a true Catholic school.

Their responses to the Tell Them from me survey indicated that they have a strong sense of belonging and they believe they have positive relationships and bullying isn't a issue with the students. They would like to see more extra-curricular activities offered at school and be given the opportunity to have specialised sport instructors in school.

Teacher satisfaction

The staff of St John's value the strong Catholic identity of their school. They work closely and collaboratively to offer the best teaching and learning environment for their students. They have undertaken significant professional development to ensure they are providing the best education for our student. The teachers expressed that St John's is inclusive and there is a definite learning culture present in the school. They have expressed that they are able to work collaboratively and they value parent engagement with the students' learning. The collegiality of staff reflects positively on the tone of the school. St John's has a combination of very experienced teachers and young beginning teachers, all of whom share their expertise, talents and skills for the good of all the students at our school.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

| Recurrent and Capital Income 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,510,182 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$944,962 |
| Fees and Private Income ⁴ | \$885,644 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$284,421 |
| Total Income | \$5,625,209 |

| Recurrent and Capital Expenditure 2022 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$231,458 |
| Salaries and Related Expenses ⁷ | \$3,931,171 |
| Non-Salary Expenses ⁸ | \$1,373,236 |
| Total Expenditure | \$5,535,865 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT