

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St James Primary School

Vista Parade, KOTARA SOUTH 2289

Principal: Miss Jennifer Edstein-Boyes

Web: <http://www.kotarasouth.catholic.edu.au>

About this report

St James Primary School (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

We, as a school community acknowledge the Awabakal People as the traditional owners of this land.

St James' Primary School Kotara South is a proud Catholic school. Founded by the Sisters of Mercy, we take great pride in our Mercy heritage. Our core values of respect, courage, service, justice, compassion and hospitality are embedded into our everyday life. We are a school with strong ties to our parish of St Philip's and are committed to an inclusive Catholic education. The positive relationships which exist amongst the staff, students and parents are evident in our community. We foster open communication and respect the dignity of all in our interactions with one another. Our staff are dedicated, hard working professionals. We strive to provide a nurturing environment for students to grow in all facets of their life, attending to their spiritual, social, emotional, cognitive and physical needs, establishing a solid and broad foundation for lifelong learning and wellbeing.

St James' is a community with a strong commitment to school improvement. We embrace change as needed to improve learning outcomes for all students. We have an established culture of continuous professional improvement among staff and the deep understanding of how students learn is shared. We strive to deliver the curriculum using contemporary pedagogy that is research based. At St James', we provide quality support for students with additional needs. As a Gifted Education Lead School, we have been able to identify our gifted learners and implement programs to help meet student needs. St James' is a 'Successful Foundations' school, implementing the Early Years Framework which focusses on the importance of 'play-based' learning to give our students the best transition to school in Kindergarten.

During , staff, students and parents successfully adapted to the many challenges presented by COVID-19. Home Learning was implemented using a variety of platforms such as Seesaw and OneNote. Many students continued to attend school during the height of the pandemic adjusting to new COVID safe classrooms. Throughout the year, our community worked together to provide a safe and supportive environment for all. Social distancing, hand sanitizing and enhanced cleaning all became part of our daily routine. Whilst many aspects of school life were different from previous times, the support, cooperation and flexibility of all members of our community allowed for quality teaching and learning to continue.

Our Parents and Friends Association is an active group. They provide financial and moral support to our school. Whilst COVID-19 reduced fundraising, the P&F remained committed to school improvement and updating resources.

Our Twilight Christmas Gathering was a new event that incorporated class performances and food stalls. It was very well attended and everyone enjoyed the opportunity to catch up.

We look forward to continuing the strong relationships present at St James', knowing that together we are living our mission, vision and values.

Parent Body Message

The parent body of St James' was kept busy during the latter part of 2022 as we were able to return to our usual activities that enable us to raise and spend money, and work on ways we can partner with the school to make things better for our children here. We held the usual fundraising activities throughout the year, including the easter raffle and our mothers' and fathers' day stalls. This year, at the instigation of our new fundraising committee, we were delighted to include into our school calendar a trivia night and our twilight Christmas celebration, both of which were extremely well received. These events provided opportunities for parents to gather and build networks within our community. This had not been possible during Covid. We thank all of the parents and carers who gave their time to organising and coordinating all of these fabulous events.

We have also supported the school through the purchase of risky/nature play equipment, a new lectern for the school hall and partitions to enable both playgroup and music lessons to utilise our school hall at the same time.

We have also been able to continue to offer parents the additional school assets of onsite playgroup and uniform shop.

Thanks to the executive of our Parents and Friends association for their service over the past year. We appreciate that the efforts of these and many others add to the rich fibre of our school community.

Student Body Message

2022 has been an awesome year at St James! As a Year 6 student, I've seen lots of amazing things happen. Covid restrictions eased up, which meant we got to do more things together as a school. We played in sports competitions and events, and our choir even got to perform in person - it was so exciting! As a whole school, we loved being able to develop our interests and skills outside of the classroom.

Academically, we did really well too. Our teachers tried new things to help us learn, and we had some engaging experiences in the classroom. Our Year 6 students were great leaders, helping out with school events and being kind to younger students. I'm so proud of what we accomplished this year. St James is an awesome school, and I feel really lucky to be a part of it.

School Features

St James' Primary School, Kotara South is a Catholic co-educational Kindergarten to Year 6 systemic school in the Diocese of Maitland-Newcastle. It forms part of the Central Region of schools. St James' children proceed to St Pius X High School, Adamstown at the conclusion of their primary schooling. St James' neighbouring schools are St Columba's, Adamstown, and St Kevin's, Cardiff. We are part of the All Saints Blackbutt South Parish, belonging to St Philip's community.

St James' Primary School had its origins in Garden Suburb where it began on 31st January, 1961. Two Sisters of Mercy ran the school in a building which was originally the operating theatre from the Greta Migrant Camp. During that year, the rest of the hospital was transported to Garden Suburb to form more classrooms and a temporary church. In 1963, the Parish of St Philip's was named with a disused colliery building in Kotara South being converted into the church. In 1974, twenty-four acres of land was purchased by the parish, opposite the church grounds, as the new site for St James' Primary School. It wasn't until 1981 that the school opened in its present setting. Our school continues to expand and grow.

St James' has a very proactive P&F. Our parents enthusiastically run events throughout the year including Mother's Day and Father's Day stalls, and the Easter raffle. These fundraisers were able to proceed in 2022. Our P&F meet the first Monday of every month at 7pm.

2022 still presented some challenges to staff to adapt school events and practices to the covid climate. The school was able however to host a Holy Week liturgy, an ANZAC service, liturgies for Easter, Grandparents liturgy, End of Year whole school liturgy.

The students of St James' had opportunities to attend incursions, excursions and camps in 2022 however these were sometimes modified to meet ongoing Covid expectations. Year 5 and Year 6 both thoroughly enjoyed their camp experiences in Term 4. Year 4 thoroughly enjoyed their excursion to Murrook Indigenous Culture Centre near Williamtown.

St James was excited to be able participate in the Regional Maths and Spelling Bees in 2022. All stages were involved. It was wonderful to be able to highlight these talented students within our school population.

Sporting events were back on the calendar including our school cross country, school athletics carnival and school swimming carnival. It was wonderful to be able to welcome parents and carers back to these events.

During 2022 we hosted a guitar concert featuring our resident guitarists who were supported by their tutors from Ricky's Music Tuition. The school Band also performed for us hosting a Christmas performance featuring many old favourites.

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
182	187	43	369

* 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 89.15%. 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
90.62	87.79	90.67	90.69	88.01	88.40	87.88

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	39
Number of full time teaching staff	14
Number of part time teaching staff	13
Number of non-teaching staff	12

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

Staff at St James participated in a variety of professional learning experiences.

We continued to participate in the Leading Learning Collaboration, LLC professional learning.

Our Pedagogical Mentors continued to support staff in embedding the 14 Parameters and Case Management meetings across all stages.

All staff participated in a "Developing Vocabulary" day. This supported our SIP goal of improving vocabulary usage and understanding schoolwide.

In 2022 Professional Learning Experiences offered were a combination of face to face and online.

Our Early Stage 1 and Stage 1 teachers attended professional development on the new English and Maths syllabus.

Early Stage 1 began implementing the new Religious Education units. This was supported by our RE and Spirituality team from the Catholic Schools Office.

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)

St James' is a proud Catholic school. We acknowledge the Awabakal People as the traditional owners of this land, forming a foundation for the Catholic life of our school. The Acknowledgement of Country at Monday assemblies, emphasises the school's respect for the Awabakal People and has become part of the culture of the school.

Our school values were adopted from the Mercy Educational Values, which are reinforced and embedded through Positive Behaviour for Learning across the school. Students are encouraged to articulate and model the school values through their everyday actions.

St James' forms an integral part of the All Saints Blackbutt South Parish. The school is held in high regard within the parish. Parish involvement in school life is highly valued and a great sense of community exists. Each grade attends the Parish Mass on a Friday on a rotational basis throughout the year.

The Parish Sacramental Program is always supported through the school with RE programs being taught concurrently and various teachers volunteering as group leaders and as members of the Parish Sacramental Team. This year we had over 40 students who were part of the parish sacramental program to complete their initiation into the Catholic Church.

As a school community we had several opportunities to attend Mass and celebrate major feasts with liturgies in our school hall. We were finally able to come together to celebrate as a

whole school community with parents and friends present for Holy Week in our cola and then we were able to celebrate Catholic Schools week in the hall with a whole school Mass. A number of other celebrations across the year included ANZAC Day, Mother's Day, NAIDOC Week, Grandparent's Day and Father's Day. We were able to finish our year celebrating the gifts of everyone in our community with liturgy and awards and a re-enactment of the Christmas Story-the greatest gift of all.

Our school and parish share a common mission to educate and form students as disciples of Jesus. We offer students experiences that develop them as members of the Catholic community. We do this in partnership with our staff, our parents, Parish Priest and the Diocese. There is a focus on practical community outreach and support for Catholic agencies such as Caritas Australia, St Vincent de Paul Society and Catholic Mission. The school fully supports the work of the St Vincent de Paul Society, led by the Year 6 Social Justice team, through fundraising efforts, evidenced by the generous support of fundraisers for Project Compassion and Socktober as well as the amazing food hampers put together during the Winter Appeal and prior to Christmas. As well as supporting the parish, the Year 6 Social Justice team raise awareness of people who are marginalised and supported by Caritas and Mission Australia.

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.

Last year a focus for St James' was set around improving student vocabulary and improving students comprehension of language. The walks and talks conducted focussed on the third teacher and how vocabulary was present around the room. We also ensured our regular Case Management Meetings and PLT's had an English/Literacy/Vocabulary focus.

As a school to compare the growth over the 2022 school year we had students in Yr 1 – 6 complete the PAT Vocabulary test in early Term 1. This ensured time for student improvement to occur and a comparison of scores after the students once again completed the PAT Vocabulary test in late November of term 4.

Our PM's conducted a number of 15-20 minute skill snacks at the start of most staff meetings. Engaging staff in new resources, ideas, pedagogy and time to refine their programs and skills around the science of reading, assessment and vocabulary.

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	76%	52%	4%	12%
	Reading	76%	54%	2%	11%
	Writing	69%	50%	0%	7%
	Spelling	62%	48%	2%	15%
	Numeracy	49%	34%	2%	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	48%	31%	2%	14%
	Reading	59%	39%	2%	11%
	Writing	48%	25%	2%	18%
	Spelling	48%	37%	2%	14%
	Numeracy	39%	25%	5%	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

Year 5 Leadership day

We held a Year 5 Leadership Day in Term 4 and framed it as a day of reflection of God's creation and our world. The creation story from Genesis, reminds us of our responsibility and place in creation as servant leaders of our earth and our School, St. James'. After student and teacher feedback from the Leadership model used in 2022 we decided refine our procedure in regards to Year 6 leaders. In 2022, all Year 5 students nominated to be a part of a Leadership team for the 2023 school year. The teams going forward for 2023 were:

Environmental Stewardship

Health and Well-Being

Social Justice

Creative and Performing Arts

Members of each Leadership team then had the option to run for Team Leader. The students did this by writing and presenting a 1-minute profile of themselves about how they could best serve their school community. Staff from St James work closely with the students in each team to bring events, fund raisers, new initiatives and ideas to St James.

Some of the 2022 ideas that the Year 6 Leadership teams created were well-being water runs, winter and Christmas appeal hampers, Fun Friday sport activities and gardening in the school.

Sport

2022 saw the return of many sporting 'gala' days. We sent teams to Netball and Touch Football through out the year. All children that participated had a wonderful time and parents appreciated attending these days. We also saw several senior students excel in their chosen sports through the pathways provided to them at a school, Regional, Diocesan, Polding and State level. St James' also participated in the National Walk Safely to school day.

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

In 2022 our focus areas were:

- Providing high quality Religious Education that engages students meaningfully in their Faith journey. To achieve this staff engaged in faith formation: namely the Pedagogy of Encounter, which built the understanding of teachers in the new RE Curriculum, with a particular emphasis in Early Stage 1. The Pedagogy of Encounter enabled staff to build their knowledge and confidence in leading the students to encounter God.
- Ensuring every student is known as a person and learner and demonstrates growth in their learning every year. We set the expectation that every teacher embed Agreed Practices which included every class displaying Learning Intentions and Success Criteria. Teachers developed their capacity to use a variety of sources of data to identify the learning needs and strengths of students and to set learning agendas based on student achievement levels.
- Capacity of every teacher & every leader through collaborative professionalism and relevant, contemporary professional learning. Sessions were timetabled twice a term to discuss specific targeted students for input from staff.

Staff Personal Professional Development.

- Staff continued to implement the BYOD Policy across Years 5 and 6 in 2022. In 2023 this will be extended to the Year 4 cohort.

ICT and Upskilling Teachers

Last year we had ViewSonic TV's installed in all classrooms and the library. At the initial PL provided by Steve Newman and Hayley Bertwhistle, from the CSO. The teachers were excited to use this new technology and worked collaboratively to embed new routines into their programming and daily lessons. Teachers were also supported and given professional development in using OneNote as a tool for programming.

Priority Key Improvements for Next Year

Priority areas for 2023 are based on our SIP goals.

In Religious Education:

By the end of 2023 staff and students will have a deeper understanding of the Mercy Charism that underpins the culture of St James as evidenced through practice and prayer.

By the end of 2023, we will have implemented a Mathematics block in all grades that will focus on student growth in Mathematics as indicated by internal and external data.

- Continue to embed the work of Lyn Sharratt through LLC.
- Upskilling teachers and implement PLD K – 6.
- Build teacher capacity and the use of ICT into teaching and learning opportunities.
- Continue with embedding of PBL throughout the St James' community

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 following statements are based on data from our "Tell Them From Me" survey.

Areas in which the school rated highly included:

I can easily speak with my child's teachers.

Reports on my child's progress are written in terms I understand.

Teachers expect my child to work hard.

The school supports positive behaviour and my child is clear about the rules around school behaviour.

My child feels safe at school.

Another indicator of parent satisfaction is the attendance at events held here at school. We had very high attendance rates for our Holy Week liturgy, our Mother's Day celebration, Grandparent's Day, Twilight Christmas Gathering and our End of Year whole school liturgy.

Parents, grandparents and family friends enjoy coming to the school for special events. They are invited and made welcome on arrival. It was heartening in the latter part of 2022 to be able to welcome visitors back to our school without any restrictions.

Student satisfaction

The following statements are based on our Tell Them From Me students' survey data.

At school all of the teachers help you to learn and always support us.

We have great sporting fields and great sporting opportunities, including soccer and touch footy.

I really like that my school is very inclusive and comfortable to be in.

In the TTFM survey data, areas where St James' ranked higher than the survey mean were:

*Students have friends at school they can trust who encourage them to make positive choices

* High rate of participation in sports with an instructor at school, other than in a PE class

*Students that do not get in trouble at school for disruptive or inappropriate behaviour.

Teacher satisfaction

Based on data from The Tell Them From Me Survey, areas where St James' scored higher than the region survey mean included:

- I work with school leaders to create a safe and orderly school environment
- school leaders have helped me create new learning opportunities for students
- school leaders have supported me during stressful times
- I talk with other teachers about strategies that increase student engagement
- I discuss learning problems of particular students with other teachers.
- I work with parents to help solve problems interfering with their child's learning
- I set high expectations for student learning.

As our school improvement plan is totally focussed on improving student learning outcomes, we as a staff are very proud of the above results.

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	\$3,576,214
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$950,241
Fees and Private Income ⁴	\$805,814
Interest Subsidy Grants	\$9,203
Other Capital Income ⁵	\$266,475
Total Income	\$5,607,947

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$136,161
Salaries and Related Expenses ⁷	\$3,915,574
Non-Salary Expenses ⁸	\$1,497,807
Total Expenditure	\$5,549,542

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