

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Therese's Primary School

Burke Street, NEW LAMBTON 2305

Principal: Mr Duilio Rufo

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

About this report

St Therese's 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

2022 saw Covid 19 restrictions eased as we continued to focus on Gifted Education with a continuation of students involved in the Virtual Academy (VA), extension groups in the areas of Writing in Years 2-6 and Mathematics in Years 2-6.

Throughout 2022, St Therese's consolidated the work on the Early Learning Framework with Kindergarten immersed in the "Successful Foundations" and Play-Based Learning projects and Year 1 shifting its focus on play-based learning, linked to key learning areas. This focus on play-based learning in the first two years of school, continues to show great results in students' social interactions, creativity and problem-solving. 2022 saw all students in Early Stage 1 and Stage 1 continue with the Initial-Lit Phonics program, the program is having success with early reading.

In 2022, St Therese's continued to engage with the Diocesan implementation of Lyn Sharratt's work of explicit teaching and data driven decision making in teaching and learning.

The school continued to engage three pedagogical mentors to work with staff, to develop their ability to teach in English and Mathematics. A further focus on the development of co-constructed learning intentions and success criteria in English and Mathematics was undertaken with the school focussing on assessment and using the four-quadrant approach to track student achievement and growth. This has resulted in increased student engagement, as students are active participants in their own learning. Academically, the school continues to produce excellent results.

The school continues to promote technology, providing rich and varied tasks aimed at engaging students in collaboration and critical-thinking opportunities.

St Therese's continues to focus on social justice through, Children's Mission, St Vincent de Paul, Caritas and Mercy Works being some areas that were supported over 2022. Student led social justice initiatives were supported by the staff and parent community.

St Therese's continues to provide quality differentiation for students with additional learning needs. 2022 saw a focus on Aboriginal and Torres Strait Islander education, with two ATSI teachers employed, one to focus on the educational needs of students and the other on cultural development.

The school engages with parents/carers as active participant's in the educational journey of their child. I would like to thank the staff for their dedication, love and support of the children, the parents/carers, for their involvement and care of the children, staff and the school in

general. I also thank the children for being themselves and making school a great place to be.

This report is available to you on the school website or by enquiry at the school office.

Parent Body Message

Throughout 2022, even though restrictions around Covid eased the effects of COVID continued to impact the involvement of parents at school. The school continued to welcome parents, through the use of technology such as Zoom, Story Park and See-Saw. And for the first time in nearly three years parents/carers were welcomed into the school for things like Mothers' Day and the like.

In 2022 The Parents and Friends Association (P&F) was dissolved, and the school moved to a Parent Engagement Group (PEG) model. This new model is taking time to take hold and in 2023 there will be renewed effort to better engage the parents.

The parents/carers continued to be involved in the development of policies and procedures and the Caring Group continued to play a vital role in reaching out to families that felt disconnected from the school community. This outreach has had a very positive impact on the community as a whole.

The parents believe that St Therese's is a happy place for our children and that overall, the education is of an excellent standard. This was obvious from the "*Tell Them from Me*" survey results. Parents are very appreciative of the efforts made by the school to ensure the educational, social and spiritual needs of the children are achieved to a very high standard. The efforts of the school to maintain a welcoming environment and open and effective communication, through a very difficult year, were also greatly appreciated.

Student Body Message

Students enjoyed 2022 especially the social interactions they were able to have. The majority of students told us they enjoy coming to St Therese's each day, and that they feel happy, safe and valued. Students in Years 4-6, were involved in the "*Tell Them from Me*" survey and it showed a high proportion of student being very positive about their time at school.

Students were involved in many outreach and social justice programs such as Saint Vincent De Paul and our Lotus Foundation.

School Features

St Therese's is a K-6 co-educational school of 565 students, with twenty classes. The school is part of the Blackbutt North Catholic Parish, situated centrally in the suburb of New Lambton. The school feeds directly in St Pius X, Adamstown which is a 7-10 co-educational High School. Over 90% of our students attend St Pius X High School.

The school was established by the Sisters of Mercy, with the first Sisters coming to New Lambton on horse and buggy from Lambton Parish, some 5km away, in 1925. The Parish of New Lambton was proclaimed in the early 1950s and St Therese's Church was built. In 1956 the first St Therese's classrooms were built and a convent was also built across the road from the current school site, to house the Sisters. The Mercy Charism of; welcoming, love and compassion of the stranger, has been a hallmark of the school, which is still alive today.

Parents and Carers are very active in the school and play an important role in the overall development of direction. Parents are always very welcome and play an integral role in supporting staff and children in a variety of areas including volunteering to assist in the classroom and in specific projects.

St Therese's is held in high esteem within the local area for its community involvement and the co-curricular programs that we run, such as environmental projects, outreach to the elderly and needy, camps, excursions and representative sports. We provide students with the opportunity to participate in academic competitions at Local, State and National level. In recent years, there has been a strong STEM focus, supported by the University of Newcastle and Microsoft.

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
277	293	83	570

* 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 88.84%. 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
90.87	89.63	89.44	87.86	88.51	89.00	86.56

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	57
Number of full time teaching staff	23
Number of part time teaching staff	16
Number of non-teaching staff	18

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

In 2022, staff were able to return to professional development opportunities, both face-to-face, as well as online. Professional development for staff focused on academic, social and emotional learning:

- Leading Learning Collaborative: the Assistant Principal and Pedagogical Mentors worked with staff throughout the year, to further embed learning intentions and success criteria into Religion, English and Mathematics, as well as the implementation of the Four-Quadrants to track student achievement and growth in Mathematics.
- Faith Formation: the Religious Education Coordinator leads staff to faith formation opportunities each term.
- Aboriginal and Torres Strait Islander Education: the learning technology coordinator facilitated professional learning on embedding ATSI perspectives in HSIE.
- Student and Staff Wellbeing: Renee Tyczynski facilitated in a number of professional learning opportunities to focus on improving student and staff wellbeing. This led to the development of a "Wellbeing Team", that will continue to develop strategies in this area.

Staff were also given the opportunity to complete mandatory professional learning in Anaphylaxis, CPR and Asthma Management, via eLearning.

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)

At St Therese's, we support and recognise parents as the first educators in their child's faith life. The Principal, along with a number of staff members are active members of the St Therese's Church community. The REC and many teachers are active members of the Parish Sacramental Team. 2022 saw St Therese's re-engage our school community in the Sacramental program for our students in Years 3 to 5. As the year progressed, we were also able to return to Stage-based Masses each term.

Faith Formation of staff, students and parents is important, with many staff having completed, or currently enrolled in post-graduation Certificates or Masters programs in Theology and/or Religious Education. During 2022, staff participated in an annual faith formation day.

During 2022 we continued providing Staff with a Faith Formation staff meeting each term, facilitated by our REC, each term. Staff are invited to weekly staff prayer, centered on the Word of God, using a variety of forms in response such as – meditation, writing in journals, Lectio Divina and personal prayer.

The resource, "We Pray As One" (2022 edition) was used in all classrooms to support teachers in leading daily prayer with their students. The weekly school assembly begins with our School Prayer, followed by a modified liturgy of the Word presented by our Yr. 6 students.

Full implementation of the Religious Education Curriculum remained the focus in 2022 for the teaching of Religious Education in classrooms. Teachers engaged in the "Pedagogy of Encounter" and were up skilled in delivery of this new Religious Education focus. Teachers are aware of the required levels of Faith Accreditation to teach Religious Education within Catholic schools. Staff are encouraged to take advantage of opportunities offered by the Catholic Schools Office to maintain and improve Professional Development of Religious Education.

During 2022, our fundraising activities were organised and implemented by the Religious Education Coordinator and Social Justice Team. These included Caritas, Lotus Educational Fund and Children's Catholic Mission. In addition, our school community provided Easter hampers for Ronald McDonald House and the John Hunter Children's Hospital, food packages for St Vincent de Paul Society and the Winter and Christmas Appeals through participation in Mini Vinnies.

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.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

In 2022, St Therese's continued to work in flexible groups for Mathematics and Writing, targeting the needs of the children. Using data from PAT-Maths, PAT-Spelling, PAT-Reading, InitialLit and NAPLAN, students in Years 1 - 6 were flexibly grouped into skills-based groups Mathematics and Writing groups. Students move fluidly through these groups, depending on their skill level, and in the different concepts being taught.

Case Management Meetings continued across all grades twice each term. At these meetings grade teachers used the Four-Quadrants to analyze data and work collaboratively to develop strategies to assist students to improve their learning.

Throughout 2022 we continued to focus on identifying and extending our Gifted Learners K–6. Teachers continued to develop individual student profiles and collected evidence on students who showed success in any of the given domains of giftedness. Gifted and high achieving students were given opportunities such as Maths Olympiad and the Virtual Academy for Stage 3 students. Kindergarten children completed the CogAT assessment in Term 4.

Across the school, we engaged students who needed extra support in their learning in programs such as MiniLit and MacqLit. Learning support teachers and assistants provided intensive numeracy support, Multi-Sensory Learning for Phonics, Support Writing groups, Comprehension groups and social skill groups that focused on emotional regulation. An EALD teacher provided language and comprehension support for children from non-English

speaking backgrounds and mentored and supported staff in the oral language development of children.

In 2022 Initialit continued as the core phonics program in Early Stage 1 and Stage 1. This program explicitly and systematically teaches phonics, phonemic awareness and reading. A multisensory play-based approach was also employed to consolidate literacy concepts for Early Stage 1 and Stage 1 children.

St Therese's, continued to employ specialist teachers for Music/Drama/Dance, PE and Library. All students spend time during their school week learning from these teachers and benefit from the expertise of these teachers. Library lessons are linked to the grade's English and HSIE or Science units and are combined with the use of ICT and STEM activities.

Stage 3 students continued to be a part of the BYOD program and work extensively using OneNote and Teams in the classroom as other learning platforms. The students take part in a Cyberbullying program at the beginning of the school year and develop ongoing technology skills. The children enjoy using a range of Apps and programs to improve their knowledge and to develop 21st Century Thinking skills.

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	61%	52%	8%	12%
	Reading	60%	54%	8%	11%
	Writing	61%	50%	1%	7%
	Spelling	53%	48%	8%	15%
	Numeracy	35%	34%	6%	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	33%	31%	7%	14%
	Reading	42%	39%	3%	11%
	Writing	39%	25%	7%	18%
	Spelling	42%	37%	7%	14%
	Numeracy	30%	25%	8%	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

The school's Student Welfare Policy 2020 and procedures provide a framework for the resources and practices implemented at system and school level, with the purpose of supporting and enhancing the well-being of students and all within its school community. It refers to the overall climate of care that exists within a Catholic school. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the well-being of all.

Pastoral Care and Student Well-being was a particularly high priority in 2022 with a new School Team being developed to look at students and staff well-being. All staff were in-serviced on the importance of well-being.

With the easing of Covid-19 restrictions in 2022 the school refocussed its efforts around ensuring quality mental health programs including weekly PBS focusses at school assemblies along with programs run in the classroom as part of the Personal Development and Health curriculum. The school also included a major focus on Cyber Safety and the importance being safe and respectful online.

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 there was a shift in focus across the school. Writing continued to be a focus but with a greater emphasis being placed on Maths. In Kindergarten and Year 1 the focus continued with Play Based Learning. The Pedagogical Mentors (PMs) continued working across the school to build teacher capacity and improve student outcomes through data analysis, team teaching, mentoring and coaching.

Throughout 2022, Kindergarten and Year 1 teachers continued to work collaboratively in developing students' oral language and vocabulary development. Gifted writers in Years 2-6 were targeted through an extension writing group.

In 2022 staff continued with the 14 parameters of Lyn Sharrat's book "Clarity". Working in collaborative teams using data to drive teaching and learning decisions. The use of data walls and "What a Good One Looks Like" (WAGOLL) walls focused on the "faces" of our students with students involved in creating their own learning goals and success criteria. Learning Intentions (LI) and Success Criteria (SC) were further embedded into English and Mathematics programs and students were involved in co-construction of SC. Gifted and High Achieving Mathematics students in Years 3-6, continued to work in a Mathematics extension program.

Priority Key Improvements for Next Year

2023 Key Improvement Area:

1. Leading Learning Collaborative (LLC) with a particular focus on quality assessment, use of data to inform teaching and learning with early and ongoing intervention and collaborative inquiry.

2. Pedagogical Mentors (PMs) will continue to work with teachers on analyzing data and building capacity in our three LLC areas.

3. Continued focus on the Early Years Framework, in particular play-based learning.

4. Building capacity of staff in the implementation in the new K-2 English and Mathematics Syllabuses.

5. Re-focus on the area of Maths.

5. Building capacity of staff to embed Aboriginal and Torres Strait Islander perspectives across the curriculum.

6. Focus on Well-being of Staff and students

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 "*Tell Them from Me*" survey of parents showed that the vast majority of parents were very positive and appreciative of the school's efforts in the areas of teaching and learning as well as in the area of social development. Parents positively commented on the school's focus on student well-being and on academic initiatives, such as Gifted Education and the use of technology.

Overall Parents were supportive of the school's academic, social and emotional programs, as well as the focus on Child Protection each term.

Parents indicated that the school has sound communication procedures regarding organization as well as information regarding their child/ren's academic and social development.

Parents were excited and appreciative about the completion of the building works and the opportunities being provided for students and the wider community.

Student satisfaction

The "*Tell Them from Me*" student survey indicated that students had a very high satisfaction rating of the school in all areas. Students reported feeling safe at St Therese's and felt the school proactively addresses anti-bullying, through classroom lessons, lunch clubs and the use of "quiet" areas available at lunch and recess.

Overall, students spoke positively of the efforts of the school to engage them at their level on learning. They continued to enjoy flexible learning groups, Mathematics and Writing extension. The students also were very positive of the specialist teachers in PE, Music/Drama/Dance and Library.

In 2022 with the easing of Covid restrictions, representative and recreational sporting activities, were re-introduced and greatly appreciated.

Students felt that their teachers and other staff at school, were welcoming and supportive.

Teacher satisfaction

The "Tell Them from Me" staff survey indicated a high level of staff satisfaction. Staff felt that they were involved in setting the future directions of the school.

The executive team was complimented on its collaborative nature.

Staff mental health, well-being and faith formation continued to be a focus in 2022, with a focus on collegial activities to reconnect staff. Faith Formation was offered to staff each term to reflect on their own faith journey and develop a deeper understanding of their Faith commitment.

2022 showed that Staff had opportunities to re-engage in professional learning opportunities. Staff were appreciative of the opportunities. Staff also expressed an appreciation of the school's commitment to staff mental health and well-being.

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	\$5,310,026
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,400,984
Fees and Private Income ⁴	\$1,150,823
Interest Subsidy Grants	\$1,282
Other Capital Income ⁵	\$373,796
Total Income	\$8,236,911

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$367,606
Salaries and Related Expenses ⁷	\$5,651,321
Non-Salary Expenses ⁸	\$2,206,018
Total Expenditure	\$8,224,945

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