

# 2023

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St John the Baptist PS

12 Victoria Street, MAITLAND 2320

Principal: Katherine Gardner-Ferguson

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

## About this report

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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 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

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### Principal's Message

St John the Baptist Primary School is located in Maitland and provides a nurturing Catholic education for our 395 students. Our school prides itself on our strong Catholic identity, shown through our vibrant sense of community. We recognise and celebrate our Dominican heritage, honouring the contributions of the sisters to our school's history.

Throughout 2023, the school celebrated Masses and liturgies with the Parish Priests from our local Chisholm Region Parish. Year level Mass at St Mary's Chapel occurred throughout the year and as a whole school we celebrated key events within the Catholic faith including Lent, Easter and Pentecost.

St John the Baptist holds high expectations for student learning and growth and provided opportunities to showcase this throughout the year through open classrooms, showcase assemblies, and debating, public speaking and spelling / maths bee at a regional level. 4 students participated in the diocesan Virtual Academy, emphasising our commitment to catering to the diverse learning needs of all students.

Throughout the year, we remained dedicated to enhancing teaching practices through the implementation of Lyn Sharratt's explicit teaching methodologies and data-driven decision-making processes, Peter Sullivan's approach to mathematics and Michael McDowell's feedback pedagogical practices. Pedagogical mentors were engaged to support staff development, particularly in the area of mathematics, resulting in increased student engagement and active participation in learning.

### Parent Body Message

St John the Baptist has an active P & F Association contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter, school Facebook account and regular P&F meetings.

It has been a positive year for the St John the Baptist's Parents and Friends' Association (P&F), who looked for ways to re-build community connection after recent restrictions. We supported many and varied opportunities for parent involvement in school life (e.g. Grandparent's Day, Open classroom, Welcome BBQ and Christmas Family Night) and we managed to raise approximately \$11, 000 through fundraising initiatives which included the

Easter Raffle, Athletics Carnival Morning Tea, Mother's Day and Father's Day stalls, Hot Cross Bun and Pie Drives.

### **Student Body Message**

At St. John's, we recognize that education is not solely about academic achievement but also encompasses the holistic development of each student. Through a comprehensive range of co-curricular activities, extracurricular programs, and personal development initiatives, we strive to foster the social, emotional, and spiritual growth of our students.

Throughout the year, students are given opportunities to develop and show Leadership through our Student Representative Council (SRC), St Vincent de Paul Committee and our elected Year 6 leaders. Each of these groups are influenced by the student voice they collect and work with staff, students, and the community.

Our year 6 students are involved in welcoming our new students to the school as Kindergarten Buddies and relish this leadership role. Our SRC is selected through each class and changes each semester. Through 2023 they worked with the school leadership team to gather data on the new playground structure as well as further opportunities for equipment at playtime.

Our St Vincent de Paul student leaders work with the wider school community to raise awareness of identified social justice initiatives. The Creative Arts and House Sports Leaders have worked with students to build a sense of community at whole school events including Cross Country, Athletics and Swimming Carnivals.

## School Features

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St John the Baptist Primary School is prominent in the local community and offers a sound Catholic education for the 395 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 work together in many class and whole school endeavours to assist in the education of their children and foster community spirit.

At our school, we follow in the footsteps of Saint Dominic, who was a tireless seeker of truth, wisdom, and compassion. Guided by our Catholic faith and Dominican values, we strive to create an environment where every child feels valued, loved, and inspired to reach their full potential. We celebrate our Dominican heritage and recognise the contribution made by the Sisters to the history of St John's since 1856. We were the first Dominican School established in Australia and therefore the oldest Dominican School in Australia and first school in the Maitland/Newcastle Diocese.

Our Catholic identity in the form of Gospel values forms the basis upon which our educational perspective is shaped. The Catholic identity of St John the Baptist Primary School is clear and apparent to all, from the prayer at the beginning of each school day to the final words spoken to the students before they go home. Indeed, the many signs and symbols, the visible traditions of the founding Dominican Sisters and the many prayerful celebrations serve as constant witness to the Catholic ethos of the school.

Our dedicated team of educators is committed to providing a well-rounded education that goes beyond textbooks and exams. We aim to foster a deep sense of moral responsibility and empathy towards others, encouraging our students to become compassionate leaders in our ever-changing world. Providing a meaningful and inclusive learning program, St John the Baptist caters for the intellectual, spiritual, emotional, social and physical dimensions of all students. Strong programs in each Key Learning Area are delivered to all students. A highly structured combination of professional development opportunities, access to quality teaching resources and experiences, as well as an increased emphasis on student wellbeing and parent engagement has been developed to increase student readiness for and engagement in learning. Curriculum differentiation ensures that the learning is tailored to meet the needs of all students.

St John the Baptist has high expectations of its students, they are encouraged to be active participants in their learning journey, embrace the challenges, ask questions, and pursue knowledge with curiosity and enthusiasm. We believe that every student is unique and that each student has something valuable to contribute to our school community.

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.

## Student Profile

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### 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
197	200	19	397

\* 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 2023 was 90.93%. 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
91.58	92.12	91.48	89.44	91.75	91.29	88.86

## 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 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	36
Number of full time teaching staff	15
Number of part time teaching staff	8
Number of non-teaching staff	13

### 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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

The Professional Learning in 2023 was delivered in a systematic and planned way at staff meetings and pupil free days based upon our Strategic Improvement Goals.. Staff participated in Professional Learning Team Meetings (PLTs) regularly throughout the year where data was analysed, and plans made to support student growth once a fortnight. Twice a term staff participated in case management meetings, analyzing particular students learning style, engagement and growth and developing a plan to better cater for the learning of the student.

The focus for Professional Learning in 2023 was Numeracy, influenced by Peter Sullivan and continual improvement of pedagogical practice through 'Clarity' by Lyn Sharratt. In addition, we continue to use the Assessment Waterfall as a basis of the Professional Learning.

The schools twilight meetings and professional development days covered the following content:

- Faith Formation Opportunities
- Analysis of PAT Reading and PAT Maths data
- Introduction of K-6 syllabus- Mathematics and English
- Risk Management and Incident Reporting training
- Teacher Accreditation and Maintenance- new policy and procedures
- CPR & Emergency Care
- Implementing 'Launch, Explore, Summarise' within Mathematics
- Review of Positive Behaviour for Learning within St John the Baptist
- Trauma informed Practices
- Diabetes management training

## Catholic Identity and Mission

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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)

Our dedication to our Catholic mission is evident in the daily life of our school community. We begin each day with prayer, both formal and spontaneous, as a school and in each classroom, acknowledging the presence of God in our lives. Sacred spaces are prominently displayed in every classroom, serving as focal points for prayer and reflection, inviting students to connect with their faith throughout the day.

Throughout the year, we celebrated numerous masses, liturgies, and special assemblies, providing students with opportunities to deepen their relationship with God and live out their faith in meaningful ways. Our chapel visits allowed students to engage in discussions about our Catholic traditions and the Dominican charism, further enriching students understanding of the Catholic faith.

Our Catholic identity is recognised through various initiatives and activities, including:

- Morning assemblies commencing with our School Prayer and traditional prayers each term.
- Symbols and icons of our Catholic identity displayed in the school foyer, along with large format signs featuring our School Prayer and the Prayer of St. Dominic in the courtyard.
- Whole school, class, and stage-based celebrations of Mass and non-Eucharistic liturgies, including important events such as Ash Wednesday, Holy Week, Easter, Catholic Schools Week, and the Celebration of the Sacrament of Reconciliation.

- End of year school awards recognising students for Christian living, exemplary school spirit, and service to the community, reinforcing the values of our Catholic faith.

## Curriculum, Learning and Teaching

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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.

At St. John the Baptist Primary School, Maitland, we are committed to providing a comprehensive educational program that nurtures the academic, social, and spiritual development of our students. Our curriculum is designed in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education, ensuring alignment with state standards while also emphasizing the values and principles of our Catholic faith.

Our curriculum encompasses the following Key Learning Areas (KLAs), structured around outcomes and content for each learning area:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE)
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts

In addition to the KLAs, our curriculum emphasizes general capabilities such as literacy, numeracy, information and communication technology, critical and creative thinking, ethical behavior, personal and social competence, and intercultural understanding.

Religious Education is an integral part of our curriculum, reflecting the Diocesan K-12 syllabus. Our teachers undergo professional development in Programming and Assessing Religious Education, incorporating creative pedagogical strategies such as Godly Play. We prioritize Religious Education in programming and teaching, ensuring that our students deepen their understanding of the Catholic faith.

At St. John the Baptist, we offer specialised programs and supports to meet the diverse needs of our students:

Gifted Education Mentorship: Students identified as gifted receive enriched classroom experiences and may participate in the diocesan Virtual Academy.

Individualised Support: Students needing assistance in specific areas receive support through individual or small group interventions, tailored to their needs.

Inclusion Support: Students with special needs receive support both in classrooms and on the playground, with opportunities for their holistic development.

We believe in providing holistic education, which includes a wide range of co-curricular activities such as overnight excursions, public speaking and debating initiatives, creative arts pursuits, and sporting events.

The educational program at St. John the Baptist Primary School is designed to empower students academically, socially, and spiritually. We are committed to providing a rich and inclusive learning environment where every student can thrive and reach their full potential. Our ongoing dedication to curriculum excellence and holistic development reflects our mission to educate the whole child in accordance with our Catholic values.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John the Baptist PS for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	71%	54%
	Reading	71%	67%
	Writing	91%	76%
	Spelling	71%	61%
	Numeracy	82%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	86%	64%
	Reading	86%	74%
	Writing	82%	66%
	Spelling	82%	69%
	Numeracy	74%	68%



## Pastoral Care and Student Wellbeing

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### 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.

### 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**

At St. John the Baptist Primary School, Maitland, we are dedicated to creating a nurturing environment where every individual feels a sense of belonging and respect. Guided by our Catholic values, we strive to instill in our students a deep understanding of the dignity of every human person and the importance of respectful relationships. Our commitment to holistic education ensures that we focus on developing the full potential of each individual, academically, socially, and spiritually.

Central to our mission is the promotion of values of respect and responsibility at every opportunity, both formally and informally. We emphasise the importance of understanding and appreciating one's role within both the school and the wider community. Through explicit teaching, assembly messages, and interpersonal relationships, we model and teach students about respect and responsibility in various ways.

Throughout the year, we recognize and celebrate positive behavior and attitude through various awards and initiatives. Additionally, initiatives like the St. Vincent de Paul Winter Appeal and fundraising efforts for social justice causes demonstrate our commitment to service and compassion towards those in need.

As a school we actively engages in cultural celebrations and commemorative events to promote inclusivity and respect for diversity. We acknowledge Indigenous Australians during Reconciliation Week, NAIDOC Week, and National Sorry Day through cultural activities and guest speakers. Harmony Day celebrations and Anzac Day commemorations further reinforce our commitment to honoring different cultures and remembering the sacrifices of our service members.

St. John the Baptist Primary School is dedicated to fostering a culture of belonging, respect, and responsibility among our students and the wider community. Through our commitment to

Catholic values and meaningful initiatives, we strive to empower our students to become compassionate and respectful individuals who positively contribute to society

## School Improvement

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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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 Catholic Identity and Catholic Curriculum, we focused on developing a strong Faith formation plan for staff over the next 3 years that will challenges, develops and engages staff with their own faith within a Faith filled and Eucharistic Community. From a whole community perspective we continued to build links with the Parish organising several events together including the End of Year Christmas celebration and Parish BBQ.

*School Improvement Goal 2023 – Catholic Identity and Catholic Curriculum:* By the end of 2023, there will be a 15% positive growth in TTFM responses to the priority of and understanding about Formation, and Mission & Justice, across all students, parents and staff.

Within the Domain of Teaching and Learning, the school improvement focused on the area of Mathematics and more specifically by tracking student achievement in a regular, consistent way. All staff received PD and began to use the Progressions data within Essential Assessment alongside PAT-M and NAPLAN data to gain greater clarity of where student achievement levels are and identify their next steps in learning. Developing a renewed pedagogy focus in Mathematics was also part of this improvement area as we planned for the use of big ideas across multiple concepts in Mathematics and connections to other disciplines

*School Improvement Goal 2023 – Teaching and Learning:* All students will show growth in PAT by the end of 2023. There will be growth in our school's NAPLAN results in 2024 in the top 2 band across reading, writing, and numeracy.

## Priority Key Improvements for Next Year

### **Catholic Identity and Catholic Curriculum**

- Whole school links to our Catholic story and Dominican Tradition
- Implementation of new Religious Education Curriculum for Kindergarten – Year 3.

### **Teaching and Learning**

- Implementation of new English and Mathematic curriculum from Kindergarten – Year 1
- Implementation of 'Clarity' by Lyn Sharrett
- Review of pedagogical practices by implementing research completed by Michael McDowell
- Implementation of Technology Plan including iPad for all staff members and 1:2 / 1:1 device per child at the school

### **Sustainability**

- Review and reimplement of Positive Behaviour for Learning
- Staff development in Trauma Based Processes
- Focus on Wellbeing for staff and students

## Community Satisfaction

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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 the Baptist 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 the Baptist 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,627,634
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$979,896
Fees and Private Income <sup>4</sup>	\$995,805
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$286,047
<b>Total Income</b>	<b>\$5,889,382</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$1,720
Salaries and Related Expenses <sup>7</sup>	\$4,308,762
Non-Salary Expenses <sup>8</sup>	\$1,563,300
<b>Total Expenditure</b>	<b>\$5,873,782</b>

### 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 2023 REPORT