



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St John Vianney's Primary School

60-66 Yambo Street, MORISSET 2264

Principal: Simon Devlin

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About this report

St John Vianney'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

St John Vianney Catholic Primary School is located in the heart of the town of Morisset. Morisset is the gateway to the south-western side of Lake Macquarie, the scenic Watagan Mountains and Hunter Tourism region. It is part of a recognised system of schools in the Maitland-Newcastle Diocese, which is managed by the Catholic Schools Office. Our mission is to provide a Catholic education that focusses on the development of the whole person - academically, spiritually, physically, socially, and emotionally underpinned by our core values of respect, honesty, forgiveness and learning. Over the last 10 years the school has been able to refurbish classrooms, hall, student toilets and the library now know as the Learning Hub. Our school is located on a spacious and well-maintained campus that provides our students with a safe and secure learning environment. Our facilities include modern classrooms, a library, a sports field, and a playground. We are committed to providing our students with the latest technology and resources to support their learning, and our teachers use a variety of instructional techniques to engage and motivate students.

This report provides the school community with information about school performance, initiatives, developments and achievements. It draws together information of major interest and importance to the school community and demonstrates accountability to the Catholic Schools Office and other regulatory bodies. The Annual School Report complements and is supplementary to school newsletters and other regular communication. It is the result of a rigorous school evaluation process, which identifies strengths and areas for development.

Simon Devlin & Freda Pascoe

Principals

Parent Body Message

Despite some Covid restrictions still being in place, our 2022 P & F were still able to hold events and fundraisers for the school. The committee met the first Monday of each month at 7pm via zoom. The P/F held many fundraising events during the year including Mother's Day Stall, Father's Day Breakfast, Easter and raffles. The P/F have been very supportive of the school and donated towards new technology for students, readers and mathematics resources for classrooms. The School's Canteen Committee has continued with menu changes designed to provide children with a healthy range of foods with minimal impact on families. The canteen now operates Wednesday through the generous support of our volunteers.

Student Body Message

The student body is represented by a Student Council, comprising two elected students from each Primary class as well as the School Captains and Vice-Captains. The student Councillors are an important link in communication between students, teachers and parents. They meet regularly with the Principal to discuss school issues and act as a forum to communicate the needs of the children. The Sport Captains had the responsibility of monitoring sporting teams and sports equipment. The leaders also represented the school at special external functions including ANZAC Day Service, Mission Mass, Catholic Schools Week Mass and the Graduation Presentation at St Paul's High School. They presented at information nights and ran school assemblies. The SRC regularly support and promote our school rules by presenting them at Assembly.

School Features

St John Vianney is a K-6 single stream school. We are part of the St John Vianney Parish Morisset.

St John Vianney School commenced operation on 17 January 1962 with 60 pupils and continues to grow with the rich educational and spiritual traditions passed down to the lay staff by the Sisters of St Joseph. The school currently has 152 students. We have 7 classes K-6 and provide a quality education in a strong Catholic setting supported by our local parish.

The school has a spacious oval including a cricket pitch. We have 2 playgrounds promoting play and creativity amongst the children.

All classrooms are fitted with smart TV's. All children have access to Ipads and/or Laptops.

The school has a strong focus on Aboriginal Education and we employ an Aboriginal Education Teacher for 4 days a week. The aim was to lift the Literacy and Numeracy results for all Indigenous children and to include aboriginal perspectives into all curriculum areas.

Location/Drawing Area

St John Vianney is in the Lakes region of the Maitland-Newcastle Diocese; there are 10 other schools in the region. The nearest Catholic School is St Josephs at Kilaben Bay. The children at St John Vianney come from the local area including the towns of Dora Creek, Morisset, Morisset Park, Bonnells Bay, Silverwater, Mirrabooka, Brightwaters, Cooranbong, Wyee and Wyee Point. The students, when they complete Year 6, go to St Paul's Catholic College, Booragul to complete high school.

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
73	79	10	152

* 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 85.45%. 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
84.14	84.18	86.34	88.27	84.25	86.90	84.05

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	25
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	11

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

This year we commenced our new School Improvement Plan with a whole school focus on Mathematics. Our goal is to see growth in the number strand for all students. To support our goal there was a number of professional development opportunities for staff. All staff attended a staff development day on Mathematics. On this day staff were provided time familiarising themselves with the new Mathematics K-2 syllabus and the research that underpins it. Maree Pittaway led the staff development day with a focus on teacher clarity and linking Lyn Sharratt's parameters; identifying how the learning progressions assist in student learning goals; how to link Mathematics strands when programming and what are "big ideas".

All staff were involved in a wellbeing staff development day. This gave staff the opportunity to focus on wellbeing strategies for both self and students. We explored ways to cater for students with anxiety within our school setting. We also participated in mindfulness strategies and had time for active team building. Lastly, we looked at the importance of self-care in the workplace.

In Catholic Culture and Mission, staff spent time reflecting upon our Josephite charism. Staff gained a deeper understanding of the link between the Josephite charism and the history of our school. In addition, staff contemplated the spirituality of St Mary of the Cross MacKillop through her own words and found ways to follow her example of living faith in school and everyday life. They also had an opportunity to experience an encounter with God through formation of the head, heart and hands.

In addition, we continued on our professional journey with Lyn Sharratt and Clarity. PD and PLT's involved creating a collaborative culture of implementing learning intentions and success criteria within Mathematics lessons. The primary PLT goal was around student learning goals and reflecting on the 5 questions for learning walks and talks. Our infants PLT team goal was around building a simplified and systematic approach to the teaching of English in K- 2. This was supported with the introduction of the new English syllabus.

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 John Vianney's Catholic Identity is central to all aspects of who we are and is the cornerstone of our existence. Our conducive Christian community is present at St John Vianney through the ongoing development of relationships amongst staff, parents, students, and parish. As a Catholic community Jesus is at the forefront of all we do, and we look for the Spirit of Jesus in ourselves and others.

Our school improvement goal is to have all community members live as witness to the Vision, Mission and Charism of the School. This goal will continue into 2023. In 2022 the school provided spirituality days for all students based upon the Josephite charism, our patron saint and the mission and vision of the school. These initiatives assisted students in being able to demonstrate their understanding of our vision, mission and charism. We will continue to work with students and support them in living out our school vision. Staff participated in a range of formation experiences throughout the year. Our staff spirituality day was an opportunity for staff to contemplate the spirituality of St Mary of the Cross MacKillop. It allowed the staff to find ways to follow her example of living faith.

Many visible signs in the school also identify St John Vianney as a Catholic school. Our entrance proudly displays a prayer space with St Mary of the Cross MacKillop and St John Vianney. These saints are an integral part of our history, and staff and students look to them for guidance. Our school was founded by the Sisters of St Joseph and the Josephite tradition lives on in our school. We value our Patron Saint, St John Vianney, a man who drew people

back to God and Christian living. These saints remind us that we are “One community learning together in harmony, living like Christ”. These living documents are continually reviewed by staff.

We continue to implement our Vision Statement and include this in our daily routines at school. This year we developed a school song which incorporates our Mission and Vision statements. The school song was launched at our 60 year celebration. At this celebration teachers and students hosted an art show to commemorate this occasion. The students created artworks symbolising our school and its history. The community joined in Mass to reflect on our past and listened to stories from past teachers and students.

A range of initiatives have been implemented around the development of the school's Catholic Culture to support the mission of the Church. One of these is the link between school and parish. The parish has re-imagined its sacramental program and created family Masses twice a month. These Masses are aimed at children and the sacramental journey. These are led by the parish team and Father John Purnell.

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.

Our 2022 School Improvement Plan (SIP) focussed on the teaching of Mathematics. A range of professional development was led for staff to develop consistency in teaching Mathematics. We began using Essential Assessment as a tracking tool to identify students' areas of need and evidence of growth. All staff agreed on a shared practice in our Numeracy block ensuring that tasks are hands on, involve rich tasks, have explicit teaching and strands are linked. In addition we linked Lyn Sharratts work of Clarity. As a staff we did this by creating learning intentions for each lesson, having success criteria, utilising anchor charts and bump it up walls in Mathematics. Throughout the year executive staff led teachers in developing their understanding of scope and sequences and implementing some new pedagogical practice into their lessons.

In K-2 all teachers attended professional development on the new K-2 English and Mathematics syllabus. There were opportunities for staff to collaborate and familiarise themselves with the research behind these and adjust their teaching pedagogy. In addition, PLT's were an opportunity for staff to discuss how they were implementing the new syllabus and conversations around how they were adjusting their programming.

We have prioritised Professional Learning Teams and Case Management Meetings to allow time for professional and collegial dialogue. These regular Professional Learning Team Meetings for both Infants and Primary Teams have been a fundamental part of professional development and all teachers were encouraged to drive the agenda for PLT's, developing their capacity to understand, engage and comply with NESA standards. At PLT's teachers also met to analyse data and look at student work samples in order to develop student learning goals and improve pedagogical practice. At these meetings student data was addressed and it was pleasing to see children's growth.

In addition, the students have been supported by a Learning Support team consisting of our Learning Support teacher and teaching aides. In consultation with class teachers, the LST and aides assisted with literacy and numeracy support in the class five days per week. They

worked with teachers in implementing intervention programs which are differentiated to cater for the needs of the students. Students are supported by an Aboriginal Education Teacher meeting the needs of Aboriginal and Torres Strait Islander children. The teacher is in classrooms working with identified students and ensuring an aboriginal perspective is included in a range of KLAs. The EALD teacher supports children who come from homes with another language.

We continue to build up our bank of digital technologies. We purchased new laptops for year 5 and 6 students to use collaboratively. These will assist students to use a range of digital platforms to present their work and communicate with staff and peers. In infants we now have 6 ipads in each classroom. These are utilised throughout literacy lessons with a focus on apps that support students learning and the use of Seesaw as a learning platform.

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	32%	52%	16%	12%
	Reading	40%	54%	15%	11%
	Writing	50%	50%	11%	7%
	Spelling	26%	48%	21%	15%
	Numeracy	21%	34%	26%	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	29%	31%	19%	14%
	Reading	43%	39%	14%	11%
	Writing	17%	25%	17%	18%
	Spelling	14%	37%	29%	14%
	Numeracy	21%	25%	16%	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 students at St John Vianney are encouraged to support the wider community through prayer, financial support and service. At St John Vianney Catholic School we believe that social justice is central to our identity and empowers our students to act. We work towards a fairer and more just world for everyone as we respond to the Gospel of Jesus. In line with our Josephite Charism our social justice actions are targeted to respond to identified needs, both within our community and abroad. We believe that our social justice actions allow us to participate in the mission of the Church and educates our students to develop an understanding of the pillars of social justice as outlined in Catholic social teachings. The Mini Vinnies group, approximately 25 students, helped support local families and raised \$1812 for Caritas (Project Compassion), Catholic Mission and St Vincent De Paul.

We are a PBS school and this year we continued to embed Making Jesus Real. As a school we focused on the attitudes and values we possess and where we see the Spirit of Jesus in those around us. The Buddy Program for Kinder helps the new students adjust to "Big School" and allows the year 5 buddies to develop social skills and friendships. Our school leaders and school councillors lead assemblies and welcome visitors. The environmental group promotes stewardship of creation as they encourage our students to recycle and care for our school.

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 focussed 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

The key achievements in 2022 were:

- Cultivated and nurtured the community of SJV's faith and developed their relationship with God and each other. Provided opportunities for spiritual development across the community.
- Continued to implement new ways of teaching using platforms such as Seesaw and teams to enhance teaching and learning.
- Enhanced effective professional collaboration for teachers to work together and to learn from each other's practices.
- Used research, Lyn Sharratt's work, to collaboratively develop and implement contemporary pedagogical practices to meet the current and future learning needs of students.
- Implemented in Kinder the Successful Foundation Framework with a focus on Learning through Play.
- Communicated and consulted with staff, families and students to ensure consistent implementation of policies regarding student behaviour, student wellbeing, nonattendance, and complaints management.
- Continued with the review of role descriptions across the school and ensuring all employees share a personal and collective responsibility for school priorities.
- Trialed new ideas, programs, strategies in Mathematics
- Looked for opportunities to support wellbeing across the community.

Priority Key Improvements for Next Year

For 2023 the following have been identified as priorities for our school:

- All community members will live as witness to the Vision, Mission and Charism of the School.
All students will have growth in the curriculum area of Mathematics.
- External and internal data will be used to track and monitor student growth.
- Provide professional development around Lyn Sharratt's 14 Parameters for school improvement in order to collaboratively develop and implement contemporary pedagogical practices to meet the current and future learning needs of students.
- Professional development for staff around the implementation of the new 3-6 Mathematics syllabus.
- Staff will have opportunities to focus on wellbeing strategies for both self and students. They will explore ways to cater for students with anxiety, participate in mindfulness strategies and have time for active team building and self care in the workplace.
- Staff will have opportunities for targeted professional development including a course in catering for students with dyslexia. This learning will be provided by Education Officers from the Catholic Schools Office.

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

Parent participation is strongly encouraged in both formal and informal situations. The many incidental contacts we have with parents indicate that many parents with children from all classes respect and appreciate the friendly openness of the staff; the fairness of handling issues and the availability of staff. Parents understand and appreciate that the staff at this school are supportive of all students. They are aware that the executive of the school do respond in a positive manner on issues that cause concern.

Data taken from the Tell it From Me survey in 2022 shows more than 100% of parents agree that there is a strong culture of faith and formation at SJV. Other strengths highlighted in the survey, above the Diocesan average, were a sense of welcome in the school as well as providing a safe learning environment. Teachers supporting children's learning and communication also scored high amongst the parents who completed the survey. Parents were satisfied with the leadership of the school and the majority of parents who completed the survey would recommend the school to others.

COMPASS, School Newsletter and Facebook are seen as a positive communication tools.

Parent engagement in school events and committees continues to be an area for development and improvement.

Student satisfaction

Student attendance rates at school and events outside school hours indicate a high level of satisfaction with school. Students are generally happy to be at school. This is evident through my discussions with senior students and at school counsellor meetings. Students are very happy to volunteer to represent the school at the various cultural, sporting and academic opportunities provided by staff.

The Tell it from me survey showed that most students feel supported in their learning and are challenged. The school is a safe, clean and comfortable environment and most would recommend our school to others. Students enjoy that there is a variety of activities for them

to participate. Updated and greater accessibility to technology has been highlighted as a key improvement from students. This is an area that the school is budgeting for and will address over the course of next year.

Teacher satisfaction

The staff retention rate indicates that staff are happy with the school. All staff continually support the school community by attending the many school and parish events throughout the year. Staff have continually provided many opportunities for the children at SJV. Many of these opportunities are often outside the normal school hours or during staff lunch breaks.

Data taken from the Tell them from me survey in 2022 shows that most staff agree we are highly regarded in the community, we have effective leadership and Social Justice issues are a priority. Areas for development included updated and greater access to technology for students and teachers, as well as more time to collaborate with colleagues and observe best practice in classrooms.

Staff surveyed believe we provide a quality learning environment for the children. 80% of staff believe the resources and buildings of the school are adequate. The majority of staff believe we have strong leadership and they feel supported. Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.

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	\$2,208,986
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$645,552
Fees and Private Income ⁴	\$362,535
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$121,680
Total Income	\$3,338,753

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$64,133
Salaries and Related Expenses ⁷	\$2,515,364
Non-Salary Expenses ⁸	\$678,580
Total Expenditure	\$3,258,077

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