



# 2018

**ANNUAL SCHOOL REPORT**

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*Together in Christ*



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## St John the Baptist Primary School, MAITLAND

PO BOX 327, MAITLAND 2320

Principal: Miss Mandy Sanderson

Phone: 4933 5613 Fax: 4934 3083

Email: [admin@maitlandsj.catholic.edu.au](mailto:admin@maitlandsj.catholic.edu.au)

[www.maitlandsj.catholic.edu.au](http://www.maitlandsj.catholic.edu.au)

## About the Annual School Report

St John the Baptist Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

St John the Baptist Primary School is prominent in the local community and offers a sound Catholic education for the 277 students who are enrolled.

We have a strong Catholic identity and an atmosphere of warmth and care that pervades our school community. Our parent body is an enthusiastic and vibrant group that works together in many class and whole school endeavours to assist in the education of their children and foster community spirit.

We celebrate our Dominican heritage and recognise the contribution made by the Sisters to the history of St John's.

2018 was a year of professional growth for the teachers and academic success for our students. We are a Pilot School for the Diocesan Gifted and Enrichment Program. Teachers were involved in intensive Professional Development which was followed by a change in practice and classrooms were reflective of new innovations. Enrichment programs in Maths, English and Science were evidenced in our participation in school based activities such as a school blog and STEaM Week as well as in community and nationwide competitions. These included a National Poster Competition and Have Sum Fun On Line. Children, parents and staff are immensely proud of their school and all our achievements. This Annual School Report will give you insight in to St John the Baptist Maitland.

### Parent Body

The Parents and Friends of St John the Baptist Primary enthusiastically supports the teaching environment in which our children are educated and nurtured. As a committee we discuss and comment on the events and happenings within the school at monthly meetings. This forum for discussion provides valuable feedback for both staff and parents. The committee continues to assist with specific funding for tactical items within the school community.

In 2018 the parent body assisted with the provision for the school STEaM Festival by financially supporting the Robotics Program to support Information Technology and our Enrichment programs. We also provided help with the maintenance of good quality literature in our school library.

Thank you to the families of St John's for their ongoing support of the P&F committee and in supporting the staff in the school as they educate our children

### Student Body

We are so proud to be part of St John the Baptist Primary School. We ave a lot of talented students at St John's which makes our school a happy and fun place to learn. We have a beautiful school and a great playground. We do lots of interesting things and participate in excellent activities. 2018 was a wonderful year and in particular we really enjoyed having weekly Visual Literacy lessons and the great week we had during the STEaM Festival with Robotics, experiments and our school's Art exhibition.

# SCHOOL FEATURES

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## History of the school

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

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

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

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

## Location/Drawing Area

St John the Baptist is located in Victoria St which is close to Maitland CBD. It is bordered by Victoria and Lee Streets and is adjacent to St Mary's High School. Our student population comprises students who live in various suburbs and towns surrounding Maitland including Bolwarra, Largs, Gillieston Heights, Wallalong and East Maitland. The school is located in and part of the Chisholm Region of schools in the Diocese of Maitland-Newcastle. Our students continue on to their secondary education at St Peter's High School.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

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

- Morning Assemblies commence with our School Prayer and one traditional prayer each term
- School foyer has symbols and icons of our Catholic identity and a large format sign our School Prayer is displayed in the school courtyard
- Whole school, class and stage-based celebrations of Mass
- Celebration of liturgies with parents for Catholic Schools Week, Holy Week, Easter, Mother's and Father's Day
- Celebration of the Sacrament of Reconciliation for our senior classes
- End of Year School Awards including Christian Living, Exemplary School Spirit and Service to the Community Awards.
- Prayer opportunities for the children occur throughout the day and in recognising the needs of individuals we made time to pray for the special needs of family members, injured or suffering acute illness.

## Family, Parish and Diocesan evangelising and catechesis

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

- Regular contact with our priests
- Communication and collaboration with the Regional Youth Coordinator (ACTiv8).
- Contributions to the publication - Chisholm Connection
- Parish-based Sacramental Programmes.
- Close collaborative relationships with schools in the Chisholm Region and in particular, a close working relationship with our secondary schools St Peter's and St Mary's
- Supporting parish and diocesan initiatives by our presence at events and functions - for example, the Blessing and Re-opening of St John's Chapel (the original cathedral) in Maitland.
- The school's involvement with the Diocese includes:
  - Contact with diocesan groups, e.g. Centacare, Catholic Mission office
  - Participation in Project Compassion - Caritas Australia and Catholic Missions.
  - Contributions to the Diocesan newspaper Aurora
  - Attendance at Called To Serve Mass and the Diocesan launch of Project Compassion, Diocesan Mission Mass and celebrations for Catholic Schools Week.

## Christian Discipleship

Staff meetings begin with a call to prayer. A variety of formats is adopted including formal collective prayers, video footage for reflections and opportunities for personal responses. This served as a reminder that we have a vocation in giving witness to gospel values.

Students had opportunities to put their faith into action through participation in raising funds for Project Compassion, Catholic Mission, Vinnies Winter Appeal and Rainbow Day.

Our Minnie Vinnies Conference continued in 2018 with students from Years 5 & 6 .Our Year 6 students visited Benhome Aged Care Facility each term as part of our pastoral outreach. These events bear witness to one of our Mission Statements 'to embrace lifelong learning and make meaningful contributions to society'.

## Religious Education and Curriculum

The teaching of Religion at St John the Baptist occurs via the implementation of the mandatory Diocesan K–12 Religion Syllabus and Support Units in all classes throughout the school. New units were trialled by Early Stage 1, Stage 1 and Stage 2 classes. Newer units and support documents relevant to each class were made available to all teachers. New resources included outstanding new Bibles for Years 5 and 6, extra bibles for Years 3 and 4 as well as several Teacher Resource books. This year classes displayed their learning in R.E. at school assemblies and through participation in liturgies during Lent, Holy Week and Advent, which served to highlight special days and the Church seasons. Our separate liturgies for the days leading up to Easter were a highlight. Our end-of-year Awards Night also promoted the importance of our school's emphasis on Living the Gospel with the presentation of three key Awards: Christian Living, Exemplary School Spirit and Service to the Community Awards. In all classrooms a sacred space that reflects the colour for the current liturgical season and various religious symbols are featured.

## Initiatives Promoting Respect and Responsibility

During 2018 our school community undertook a range of Social Justice initiatives which included contributing to Caritas, Catholic Mission and St Vincent de Paul. Our Year 5 and 6 classes formed a local conference of Minnie Vinnies. This group focussed on raising awareness of issues that have impacted our school community (playground tidiness, food waste,) as well as community issues (Vinnies Winter Appeal for clothing and blankets). Each term our Year 6 students took responsibility for planning and presenting activities for their visits to the elderly residents at Benhome Aged Care Facility. 2018 saw the introduction of the *Young Leaders Program* for our Year 5 students. This sits along side our "You Can Do It" Programme, a program that focuses on building social, emotional and motivational capacity of our students. This has assisted our students to take responsibility for their own choices and actions.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
7	9	6

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018



Scholastic Year	Number of Students
K	55
Year 1	54
Year 2	51
Year 3	29
Year 4	30
Year 5	30
Year 6	28
Total	277

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93	93	93	90	92	95	92	93

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

During 2018 Kindergarten and Year 6 students participated in the Better Buddies Program, established by the Alannah and Madeline Foundation. This program promotes caring for others, friendliness, respect, valuing difference, including others and responsibility. Each Kindergarten student was assigned a Year 6 buddy who assisted them especially in the first few weeks of school. Some of the bonds forged between Kindergarten and Year 6 children were very close. This was exemplified by our Year 6 students writing to their 'old' buddies (now in Year 12) to wish them success in the H.S.C. We also acknowledge the achievements of our students in all areas of curriculum and the living of Christian values through awards which are distributed at weekly assemblies.

### Discipline Policy

Pastoral care guides our school's approach to discipline. Reward is given for following school rules and making extra efforts in positive areas, while for occasions when rules are broken, consequences are accepted. The emphasis is on recognising, encouraging, and rewarding children who choose to behave appropriately. Good student behaviour is very much the norm at St John the Baptist and new students soon realise this and meet expectations willingly. Strategies learned in behaviour management in-servicing i.e. Stop Think, Do and 1-2-3 Magic were in place successfully throughout the year. A copy of our Discipline Policy is available from the school office on request. All classrooms display a set of rules or code of conduct. Supplementing this is the Classroom Behaviour Management Plan. The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St John the Baptist Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

In 2018 our School Improvement Plan focussed on three main areas.

*In the area of "Faith Formation for Staff" our strategic intent was to:*

- Introduce Staff to Christian meditation
- To develop a spiritual formation framework, which includes staff, students and families.
- Preparation for self review 2018

*In the area of "Quality Learning" our strategic intent was to:*

- Implement the agreed recommendations from the Working Party for education of gifted students
- Implement agreed recommendations from the Early Learning Working Party
- Support the implementation of quality pedagogical practices that engage and motivate students resulting in overall improvements in literacy and numeracy
- Implement the agreed set of recommendations of the working party in relation to the role and nature of the school library and its impact on contemporary teaching and learning

*In the Area of "Leadership" our Strategic Intent was to:*

- Prepare teachers to meet NESSA accreditation requirements by providing information sessions and other professional learning activities

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p><i>"Faith Formation for Staff"</i></p> <p>All staff incorporated meditation as part of their weekly routine</p> <p>Staff meeting focus with meditation</p> <p>Christian meditation is modelled across the school</p> <p>Staff determine future use of Christian mediation across the school and ideally its inclusion in Spiritual Formation Framework Self-Review documentation</p>	<p><i>Catholic Formation</i></p> <p>Review the school's Vision and Mission Statement</p> <p>Provide opportunities for parents to participate in faith formation</p> <p>Implement Making Jesus Real into the school</p>

<p><i>"Quality Learning"</i></p> <p>All staff will be given the opportunity to undertake accredited training "Understanding Dyslexia and Significant Reading Difficulties".</p> <p>Learning Hub is accessible to all students.</p> <p>Students utilise the different spaces in the room for study and independent research.</p> <p>An agreed practice is implemented in all classes.</p> <p>Inquiry based spelling is effectively used in every grade.</p> <p>Improved NAPLAN results in both Spelling and Writing.</p> <p>Maintain the continued growth of Year 5 students in both Spelling and Writing.</p> <p>Improved NAPLAN results in Year 3:</p> <p>Decrease the percentage of students in Band 1, 2 and 3 Spelling to reflect the National average. Increase the percentage of students in Band 6 of writing to reflect the national average</p> <p>Kindergarten teachers implemented Initialit to provide an evidence-based approach to reading and spelling including an explicit and effective model for teaching reading and related skills to their students.</p> <p>Daily lessons in Kindergarten incorporate phonemic awareness, reading and spelling as well as rich language instruction using children's literature.</p>	<p><i>Learning</i></p> <p>Ensure parents are kept informed about their child's progress</p> <p>Provide Professional Development in differentiated teaching &amp; learning</p> <p>Provide high quality and contemporary pedagogical practice that engages students in their learning.</p> <p>Evidence based approach to the needs of early learners.</p>
<p><i>"Leadership"</i></p> <p>Accredited Professional Development.</p> <p>Timetable developed, teachers released and P,P D goals achieved</p>	<p><i>Leadership</i></p> <p>Implement for beginning and emerging leaders in faith and other leadership domains</p>

## Academic Achievements

All children in Year 5 and 6 participated in the Newcastle Permanent Mathematics Competition.

All Year 6 Students successfully completed The Science and Engineering Challenge Day hosted by St Peter's High School and The University of Newcastle.

The school also gives opportunities for children who have particular skills in debating and public speaking to participate in Regional Debating Competitions. We have a Public Speaking Competition in which all students from Year 2-6 participate firstly in a class competition where students who receive the top 6 marks participate in a School Speech Competition. Following this, three students went on to represent our

school in the Cluster Competition. The school strives for high academic and personal standards and students are acknowledged in newsletters and at assemblies for academic excellence.

In the national on-line mathematics competition -Have Sum Fun On Line our school entered teams in terms one, two and three with excellent results. Our year 4 team was placed in the top three out of 54 schools from

across Australia.

Students were provided with the opportunity to participate in a variety of ICAS competitions. One Year Two students receiving High Distinctions in two of the competitions.

As part of our enrichment program, identified students were given opportunities to compete in online competitions and software challenges.

### Cultural achievements

St John the Baptist is involved in many cultural pursuits where our children excel. The children are given opportunities to perform and sing at Liturgies, Open Hours and the whole school End of Year Christmas Concert. The school places a particular focus on the Mothers' Day and Fathers' Day Liturgies. Each semester, classes are given the opportunity to showcase their talents and efforts at a school assembly.

Students' work is displayed for parents during classroom visits. Artwork is displayed for Assemblies and themed Liturgical Celebrations. Art and Choir Showcase in Term 3.

We had our major performance at the conclusion of 2018.

### Sporting achievements

In 2018 over 80 of our students represented our school in Athletics and/or swimming at Regional Level. 17 of those competitors went on to achieve at Diocesan level.

Regional Representation: Rugby League: 4, Soccer: 8, Tennis: 1, Netball: 4, Touch Football: 8, Basketball: 8

Diocesan Representation: Athletics: 10, Swimming: 3, Netball: 2, Touch Football: 1, Cross Country: 23, Hockey: 2

Polding Representation:, Cross Country: 2, Basketball: 2, Netball:1 and 3 students ran at the PSSA Cross Country.

The school also had two teams competing in the ASC soccer Gala.

Years 5 and 6 participated in the Les Darcy Memorial Multi Sport Day.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	82.80%	75.70%	6.90%	8.70%
	Writing	69.00%	71.70%	0.00%	0.00%
	Spelling	79.30%	69.60%	6.90%	12.50%
	Grammar	82.80%	73.10%	10.30%	11.30%
	Numeracy	65.50%	66.80%	6.90%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	86.70%	65.50%	6.70%	12.80%
	Writing	50.00%	43.70%	16.70%	23.40%
	Spelling	80.00%	63.90%	0.00%	0.00%
	Grammar	83.30%	64.40%	6.70%	14.30%
	Numeracy	90.00%	57.50%	6.70%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	17
II. Teachers at Highly Accomplished/Lead	

### Workforce Composition

Number of Staff	
Total teaching staff	17
Total non-teaching staff	7
Grand total	24
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

93%

### Professional Learning Undertaken

Diabetes Training: all staff

Compass training: all staff

Differentiation in the classroom Inservice: 4 teachers

Child Protection Inservice: All teaching staff

GnE: GnE committee attended a number of PD Opportunities provided by the CSO as part of our involvement in the GnE pilot program, including attending a STEM two day conference

Understanding Dyslexia: Teaching Staff

Vulnerable Behaviours Presentation: Executive Staff

Christian Meditation Presentation: Teaching Staff

“Big Write” Inservice- representatives from each Stage

PP&D mentoring days- ES1 & St 1; ST 2; St 3

Smart Data Analysis: Executive Staff

Weekly Staff meetings in 2018: 35 minutes was allocated to Professional Development: This included Responding to Intervention Strategies and its implementation, Religious Literacy, Mathematics Agreed Practices and its implication in the classroom, time was given for teachers to work with their coaching buddies to reflect and evaluate their own teaching practice.



## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

### Parent Satisfaction

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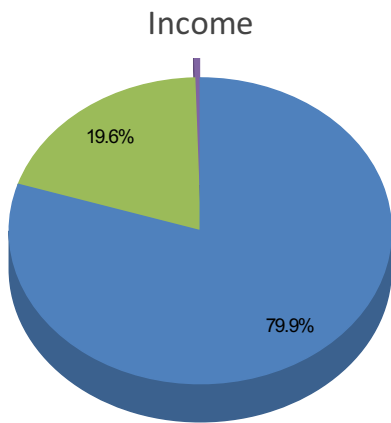
The parents of St John's readily affirm the partnership they enjoy with the school. The palpable camaraderie that exists among the staff is noticed and appreciated by parents. The co-operative atmosphere in the school is also respected. Parents feel welcome to participate in the life of the school and 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.

### Student Satisfaction

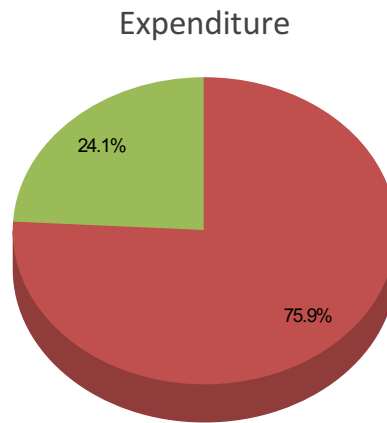
The students of St John's are very proud of their school. They wear their uniform with pride and place importance on their feeling of being a special and valued member of our school community. They show a great concern for the well-being of their fellow students and relationships between our children 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.

### Staff Satisfaction

The staff of St John's value the strong Catholic identity of their school. They work closely and collaboratively to offer the best teaching and learning environment for their students. They have undertaken significant professional development to raise the level of outcomes for their students. They very much work in partnership with parents and value their assistance in classroom activities. The staff is appreciative of the new school facilities and the extensive resources which have been purchased to allow full implementation of curriculum. Our staff is stable and the retention rate is extremely high with one maternity leave the reason for the only change to staffing. All staff enjoy an harmonious relationship which is noticed and commented upon by parents and students. 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.



- Commonwealth Recurrent Grants (79.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.6%)
- Fees and Private Income (0.5%)
- Other Capital Income (0%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (75.9%)
- Non-Salary Expenses (24.1%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,558,011
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$628,113
Fees and Private Income <sup>4</sup>	\$15,115
Other Capital Income <sup>5</sup>	\$46
<b>Total Income</b>	<b>\$3,201,285</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$318
Salaries and Related Expenses <sup>7</sup>	\$2,399,348
Non-Salary Expenses <sup>8</sup>	\$762,628
<b>Total Expenditure</b>	<b>\$3,161,976</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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**St John the Baptist Primary School**

**MAITLAND**

**Phone: 4933 5613**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>