

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Joseph's PS

49 Brown Street, DUNGOG 2420

Principal: Lisa McNeilly

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

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## About this report

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St Joseph's PS (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 School 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.

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## Message from key groups in our community

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### Principal's Message

Welcome to the St Joseph's Dungog Annual Report for 2021. St Joseph's is a school built on the traditions of the founders, the sisters of St Joseph. The school motto is embraced in the Christian values we aspire to in the life of the school- including our concern for each individual and our involvement in our local and wider community. The school has many key stakeholders including the students, parent body, staff, parish, and members of the broader community- all working in partnership. Our school motto is "God is Love" and this is both a reminder and a challenge to us all. St Joseph's participates in the life of the local community and is also grateful for the tremendous support it receives from our local community and other agencies. In 2021, the students were provided with limited opportunity to participate in a variety of learning, sporting and cultural experiences due to a second year negotiating the unprecedented events caused by COVID-19. Students were again thrust into a period of at-home learning with St Joseph's providing lessons in both hard copy and with an online platform. The 2021 experience for our students, teachers and parents alike was a now more familiar and streamlined operation. A priority in 2021 (2 years into our 3 year SIP focus) was to improve the quality of teaching and student learning in writing - with a particular focus on Agreed Practices, Learning Intentions, Success Criteria and Descriptive Feedback for students. Staff embraced the opportunity to attend PD to develop their skills and transfer knowledge to the classroom setting. Teachers participated in the NAPLAN Persuasive and the NAPLAN Narrative online writing courses during the year looking at the 10 assessment criteria for writing. Teachers also attended PD conducted by Sheena Cameron on Exploring the Learning and Teaching of Writing in April and a whole staff Professional Development day on "Seven steps to writing success" in May 2021. The students were also provided with opportunities to experience a variety of cultural incursions in 2021 via the internet. The parent body of St Joseph's was once again very generous in their support of the school. Necessity for online learning saw the purchase of new technologies for lesson delivery with the PEG partially funding the new technology. I would like to thank all involved in the St Joseph's community in 2021 and look forward to the 2022 school year with it's promise of a return to a more normal school life.

### Parent Body Message

The school population increased again in 2021 which allowed the school to move towards more individual classes. Our school now has 6 classes (previously 5) The P & F structure was changed in 2021 and we implemented a PEG model of school community engagement. We sought the guidance and input from the CSO Parent liaison to explain the process to the remaining P & F executive and then the whole school community with the options for continued parent engagement. Parent involvement at school was still unfortunately limited

due to necessary COVID restrictions. We were however kept informed of school happenings through the fortnightly Parent Journal and the weekly school newspaper. We look forward to resuming our in person connection to the school in 2022.

### **Student Body Message**

In 2021 we had lots of different things happen. The year started normally with new teachers at the school and lots of events planned. But COVID hit again as it had in 2020 and we were at home doing lessons for weeks. Our teachers kept in contact with us using SeeSaw and by sending work home to us in learning packs. We were happy to get back to school when we were allowed to. After that we had normal classes and got to be buddies to our Kinder friends with distancing and take on responsibility. Our whole class (only 9 of us) were all school leaders for the year and we took turns leading our assemblies and going to the Remembrance Day ceremony at the RSL. We also got to run tabloid sport afternoons and we were in charge of ringing the school bell too. The Canberra excursion was cancelled due to COVID but we had our Year 6 farewell at the Pizza place without our parents during a blackout. We finished the year with our end of year awards under the COLA. We would like to thank the teachers for all the great times we had at St Joseph's for being able to share the leadership role with our whole class and we are all looking forward to the different high schools we will each be going to in 2022..

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## School Features

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### **History of the school**

The St Joseph's school has been in existence for over 130 years. The sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst-where they were founded in 1875. Within the next few years, the sisters had established convents throughout the whole Diocese-including Dungog in 1888. On Saturday 24 November of that year, four Sisters of the Order of St Joseph's arrived in Dungog. Catholic schooling commenced here just two days later. Catholic schooling has continued for 130 years since these founding Sisters began all those years ago. Since its foundation in the 1880's , the St Joseph's School has grown at a steady pace. Additions and renovations to the present site were made in 1913, 1923, 1952, 1976 and more recently major renovations were completed in 2007/8 and in 2010. In 2020 and 2021 further renovations and remodelling occurred. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year. However the school maintains close links with the Sisters and with the traditions that were woven into the very fabric of the school for all those years. Historical memorabilia, artistic presentations and photographs are on display in both the school and in the adjacent St Mary's Parish Hall.

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## 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
63	52	0	115

\* 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 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 2021 was 92.20%. 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
92.72	94.18	93.80	92.03	91.20	93.12	88.32

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	17
Number of full time teaching staff	6
Number of part time teaching staff	7
Number of non-teaching staff	4

### 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Summary of professional learning at this school

Staff at St Joseph's Dungog undertook a wide variety of Professional Learning throughout 2021.

Albeit many aspects were again necessity driven due to the COVID-19 impact.

Some of the Professional Learning focussed on whole-school activity, whereas other P.D was more stage based. In addition particular staff members also focussed on areas of specific interest in order to support the particular needs of the school.

Staff attended the following:

- Professional Development in Seesaw and WUSHKA online platforms.
- K-2 English and Mathematics curriculum reform sessions
- The learning progressions training
- 7 Steps Writing Inservice
- Emergency Care CPR Training
- Clarity PD (school delivered) ongoing through the year
- Beginning Teacher, Assistant Principal, Principal and REC assembly days

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## 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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

The Catholic Identity of St Joseph's has been promoted through a variety of prayerful and liturgical activities- with the recital of our School Prayer and School Vision Statement at the start of each week (also included in the Parent handbook) and with the praying of appropriate classroom prayers during the school day. In 2021 the school was able to celebrate the Opening School liturgy with the whole school student community. For the remainder of the 2021 year all other liturgical celebrations were conducted also without parent involvement. Significant days were celebrated at school in a new format via Zoom and later with whole school gatherings. These celebrations were able to be filmed and the videos posted on COMPASS to share with our parents. During 2021 the opportunity to forge strong links with the Parish were difficult due to COVID restrictions. Where possible however staff members attended local Mass celebrations and details of school liturgical celebrations were given to the Parish Priest who relayed our school prayer focus to the local Parish community. Many of the local parishioners are extended family members of our students and they were able to witness our liturgy and prayer times through images in our school newspaper and in our COMPASS feeds sent to our family groups. In 2021 Sacramental Programs were again halted in all Parishes due to the pandemic. The school acknowledges the importance of Religious and faith development programmes for both staff and students. All members of the St Joseph's staff participated in a reflection day run by the school REC.

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## 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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

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

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

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As with previous years, the school took part in a number of competitions beyond the school designed to extend and challenge all students involved. Quite a number of students took part in the Premier's Reading Challenge.

School based competitions such as science design challenges and environmental sustainability projects in our Stage 2 and 3 classes were also popular and produced innovation and creative thinking. These challenges took many different forms from video to physical prototype.

In 2021 our school moved towards a greater student awareness of stewardship of the earth with students creating and developing school composting and food propagation stations. Our school became involved in the "Seeds in Space" initiative creating a successful bid to be one of the 150 sites around Australia to be home to Wattle Seeds grown in space. This project involves, data collection, seed germination and scientific investigation around the growth of the wattle seeds. This information is eagerly anticipated and recognised by the Australian and Japanese Space and Science communities.

The opportunity for external Debating and Public Speaking competitions were not available in 2021. Our students were still involved in Public Speaking challenges in their own classrooms with class presentations demanding an oral component. This challenged students with support and showed great talent amongst our students. During lockdown many students were able to present components of their at home learning with video uploaded to their online learning platform. Using technology in the classroom also enabled students to connect with oral performance opportunities.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	71%	54%	6%	11%
	Reading	81%	55%	6%	10%
	Writing	71%	53%	0%	7%
	Spelling	47%	50%	6%	13%
	Numeracy	40%	37%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30%	35%	25%	14%
	Reading	40%	41%	5%	11%
	Writing	11%	20%	16%	18%
	Spelling	30%	38%	10%	14%
	Numeracy	16%	29%	16%	14%

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## 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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

## 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 at this link.

## Initiatives promoting respect and responsibility

In 2021 a variety of initiatives took place to promote both respect and responsibility within the school community. Senior students led the PBL (Positive Behaviours for Learning) focus input at school assemblies each week. Our small cohort of 9 Year 6 students took on leadership roles together- leading and encouraging the PBL focus.

The four domains for Positive Behaviour at St Joseph are:

- Respect for self
- Respect for other
- Respect for learning
- Respect for the environment

This initiative required each class to personalise their PBL domains. Each week one of the domains becomes the main focus for student consideration and students create a class poster with four statements around the Domain and what that means in their classroom. The posters are then displayed and shared at the following week's assembly.

This Positive Behaviours for Learning focus is incorporated in our Behaviour Policy and was supplemented with a matrix of observable behaviours that support the PBL framework. Parents were made aware of this and invited to support their children using the common language of the matrix and the PBL domains.

The school leaders were also responsible for the maintenance of the composting initiative, maintaining and running the sports equipment/shed, the editing and compiling of the weekly school newspaper and the school rubbish and recycling facility.

All Year 6 students are also charged with the responsibility of a Kinder buddy. Their responsibility is to be a friendly and helpful contact at school to support their buddy with transition to school and the challenges it presents. The role also requires the Year 6 students to set a positive example to their Kinder friend in the way of school uniform, behaviour, attendance and attitude to learning.



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## School Improvement

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The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Key improvement items in Religious Ed in 2021 included the continued development of a more consistent approach across the board in the programming of Religious Education. A particular focus was to develop capacity in the differentiation of the RE program. Staff were provided with opportunities to review work samples together to review strategies that were implemented to differentiate activities to cater for the specific needs of the students. In addition Professional Learning for staff was undertaken to look at the embedding of differentiated assessment strategies in RE during 2021.

A key focus for 2021 was to be the development of writing approaches for all our students, All our teaching staff attended several Professional Development opportunities, focusing on student writing practice and effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment to best enhance, develop and highlight the ability levels of our students from 2021 on.

We also continued with school led Professional learning around successful pedagogies using the 14 parameters from Clarity in particular looking at Learning Intentions, Success Criteria, descriptive feedback and data walls in the Key Learning Areas of English, Mathematics and Religion.

### Priority Key Improvements for Next Year

A key focus for 2022 will to be the development of writing approaches. Teachers will attend several Professional Development opportunities, focusing on student writing practice and

effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment to best enhance, develop and highlight the ability levels of our students from 2022 on.

To support our SIP focus of writing our teachers will be engaged in Sheena Cameron's "Developing an effective writing programme" course and the Lyn Stone course on "Spelling for life"- introducing the concept of the critical role orthographic mapping has in effective spelling and in turn writing.

During the year the staff will also receive PD from the school's Pedagogical mentor around the content of the La Trobe University's short course on "The Science of Language and Reading." with specific attention drawn to the writing specific information.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The school received a great deal of positive feedback during the year from the parent body of the school. This feedback took the form of verbal comments and conversations. With another COVID affected year the parents were accepting of the measures required to meet government legislation around parent attendance at school. We however were able to continue with parental involvement through our school PEG and uniform shop. Our parent/teacher interviews which were conducted both during and after lock down were positive interactions. During lockdown parents were contacted weekly by either email or phone to check on family wellbeing and student needs.

Parents and carers commented that they appreciated the high expectations that were being set at the school and they saw the school as a safe, happy and inclusive learning environment for their children. They also indicated that parent/teacher communication was effective and two way.

Our Kindergarten intake for 2021 was 22 students, a large cohort for our school. Many new families to the area chose St Joseph's on the advice and recommendation of friends and acquaintances in the local community. Our expected intake for 2022 is 20 students- again many new families impressed with the culture and educational opportunities offered. In 2021 we did not have the face-to-face community engagement opportunities due to the COVID restrictions however we kept the connections of home and school alive by sending videos of school happenings to parents via the COMPASS app. The school also created a school newspaper which is sent out each Friday to share the class happenings and learnings of the week. Communication is also made available through the fortnightly Parent Journal which is sent to each family electronically.

St Joseph's also advertises in the local community through "activity packs" which we place at the local cafes for distribution to children visiting.

We also welcomed eight new families with older children during the 2021 school year. They also cited our reputation as a major reason for choosing to enrol their children at our school.

## Student satisfaction

The 2021 TTFM survey indicated a high level of student satisfaction with all aspects of school life.

The students expressed their appreciation of the Pastoral Care and support offered to them at St Joseph's and were able to articulate the processes when seeking support. Students indicated they were thankful for the opportunities to take part in our school celebrations albeit COVID affected. Many external opportunities were cancelled including school excursions and camps due to the COVID restrictions. St Joseph's countered these with special canteen lunches, tabloid afternoons and a film festival which were student driven and enjoyed by all. Our students also enjoyed the opportunity to dress up and be on film for Book Week with two of our students winning a State wide book competition. Students also took part in many ZOOM liturgy experiences. Students in the Senior class expressed their appreciation of being the leaders of the school- the greater expectation and responsibility but also the Year 6 privileges including their own customised sports shirt and being in charge of bell ringing and taking on Kinder buddies. The senior class were excited to have a very integral role in the planning of their Year 6 farewell and end of year activities.

## Teacher satisfaction

The school received a great deal of positive feedback during the year from the teaching staff of the school. This feedback took the form of verbal comments and conversations, written notes of thanks and teacher opinions expressed in our 2021 Tell Them From Me Survey.

During 2021 the teachers enjoyed a wide variety of Professional Learning Opportunities to develop both individual strengths and our overall effectiveness as a staff. Provision was made for Professional Learning Teams to meet and work collaboratively- utilising the talents of our existing staff and the expertise from the Catholic Schools Office and other outside agencies throughout the year. During the period of home-schooling teachers were able to share and lead learning with the implementation of online learning platforms and development of technical tools such as Zoom conferencing. Teachers also celebrated success of their COVID adapted delivery of the curriculum by sharing with peers methods and resources that were found to be helpful. Staff shared many successes in their classroom practice during staff meeting time and during case management meetings.

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## Financial Statement

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,509,515
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$457,071
Fees and Private Income <sup>4</sup>	\$213,797
Interest Subsidy Grants	\$6,521
Other Capital Income <sup>5</sup>	\$101,395
<b>Total Income</b>	<b>\$2,288,299</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$21,576
Salaries and Related Expenses <sup>7</sup>	\$1,591,817
Non-Salary Expenses <sup>8</sup>	\$470,325
<b>Total Expenditure</b>	<b>\$2,083,718</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 2021 REPORT