

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St John the Baptist PS

12 Victoria Street, MAITLAND 2320

Principal: Mr Peter Treloar

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

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## About this report

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St John the Baptist PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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

St John the Baptist Primary School is prominent in the local community and offers a sound Catholic education for the 364 students who are enrolled.

We have a strong Catholic identity and an atmosphere of warmth and care pervades our school community. Our parent body is an enthusiastic and vibrant group that 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.

2021 was a year of professional growth for the teachers and we continued to implement Leading Learning Collaboratively which builds teacher and leader capacity to increase student achievement and growth. Our other primary focus was Spelling.

Despite the COVID issues, we have had a successful year and our school was able to participate in a number of community activities.

Some of the highlights for 2021 have been:

- Author Visit Dr Cameron Stelzer
- Mother's Day Celebrations
- NAIDOC Week Celebrations
- Gymnastics, Basketball and Athletics coaching
- "Writing a Book in a Day" competition
- Home learning via Zoom, Seesaw and Teams
- Home Learning Celebration Week: Each day had a different dress up theme and all teachers presented lessons in a variety of subjects: Music, Science, Incursions, Art Lessons
- Successful implementation of the BYOD program in Year 4
- Rob Galea Visit to the school and students performed his song "Faith in the Future" for him

I would like to extend my thanks to all those families and friends who have volunteered their time, services and gifts with us here at St John's. Without your support we would not be able to achieve all that we do or as well as we do it.

I would also like to say thank you to the wonderful staff that I have the privilege of working with. Our teachers, support staff in classes and the office are all amazing and incredibly hard working. Their passion for children and learning is obvious every day and it is a joy to come

to work in such a positive place each day. They always have the children's best interests at heart, and it is wonderful to be part of such a caring community.

My final thanks, I wish to extend, goes to all our students. Thank you for being the well-mannered, caring, happy to learn group of young people that you are. You have all grown in so many ways this year, not just in size, and you should be very proud of yourselves. 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 Message

St John's has an active and enthusiastic Parents & Friends Association (P&F). All parents, guardians and families of students are automatically members of the P&F. The primary objectives of the P&F are to promote the values of our school, facilitate parent engagement, be involved in practical ways and fundraise.

The P&F is our key parent forum and provides critical input from the parent body to the school staff and executive. It is also an important point of communication regarding school operations and developments. The P&F team works diligently as they endeavour to build the relationship between the school, students and parents to be more active and relevant by providing them with a voice and allowing them to deliver feedback from a parental perspective.

2021 was another year of unprecedented challenges for our school, staff, parents, carers and children. The continued COVID-19 pandemic and restrictions, time spent learning from home, and an inability to hold many P&F events and new initiatives tested our school community, and particularly new families to the school, even more so than in 2020.

From a financial perspective, the P&F continues to make a contribution to St John's with the year's funds being directed to the ongoing development of school resources (year 6 readers) and playground upgrades (sandstone blocks for the new sandpit, outdoor play equipment and committing to fund the repainting of the activities and games area in the quad on the completion of new shade shelter).

The staff of St John's worked extremely hard during 2021 under challenging circumstances. Their ongoing commitment to providing a positive and supportive learning environment is greatly appreciated. I do not doubt that after learning from home many of our parents and carers are even more appreciative of the work you do. On behalf of the P&F and our whole school community, I offer a heartfelt thanks to all the teachers and staff of St John's. We can't express our gratitude enough for your contributions, and your unwavering devotion to our children and their learning.

To the many parents who volunteered their time to the school during 2021, your contributions have been greatly appreciated and are highly valued. Thank you.

### Student Body Message

We are very proud to be part of St John the Baptist Primary School. We have 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. 2021 was a wonderful year despite the COVID-19 problems. We particularly enjoyed having weekly music lessons. During our time for home learning we missed our friends very much but we were very lucky to be able to catch up with other's on our daily meetings with our classmates and teachers on either Zoom, Teams or Seesaw. When we returned to school that teacher made sure we had a great time at school.

We participated in Sports Programs throughout the year including Basketball, Athletics and Gymnastics. We also have some great Sports equipment. We love being at St John's.

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## School Features

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St Johns is a Kinder to Year 6 Primary School. We have been growing each year into a double stream school (2 classes in each grade). St Johns had 364 students at the beginning of 2021.

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.

St John the Baptist Maitland was the first school in the Maitland/Newcastle Diocese. 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. We have a modern school with updated facilities.

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

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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
171	195	19	366

\* 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 93.66%. 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
94.92	93.30	93.44	94.00	93.39	93.61	92.97

## 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	29
Number of full time teaching staff	13
Number of part time teaching staff	9
Number of non-teaching staff	7

### 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

All Professional Development is aligned with the School Improvement Plan.

- Staff Meeting Focus
- CPR, Anaphylaxis Training, NCCD, NAPLAN Writing, Gifted Education, Differentiation, Leading Learning Collaboratively
- Whole day
- Developing an Effective Writing Program with Sheena Cameron
- Effective Spelling with Christine Topfer
- PLT and Case Management Meetings
- Held fortnightly focused on data analysis and supporting students needs.

Staff engaged in the Professional Practice and Development process and participated in peer observations and learning walks.

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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)

### **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.

### **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 Programs.
- 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 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.
- Diocesan Mission Mass and celebrations for Catholic Schools Week.

**Christian Discipleship**

- Staff meet every Friday morning 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 2021 with students from Years 5 & 6. These events bear witness to one of our Mission Statements 'to embrace lifelong learning and make meaningful contributions to society'.
- Dress it Down Friday. Staff come to school in casual attire and donate money each week. Each term there is a different Fundraising Focus.

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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

St John the Baptist Maitland implements the NSW Board of Studies K-6 Syllabus and meets all mandatory requirements. All teaching programs are based on the outcomes of the syllabus and differentiation is used to support the needs of all students.

The school offers a variety to of programs to cater for the needs and interests of all learners at the school, including a GIFTED Program for students and extension is provided in the classroom. In 2021, students were offered Maths extension and participated in a variety of gifted writing programs including "Writing a book in a day", Robotics and Minecraft activities.

Year 4 students have a BYOD program which will be continued into Year 5 in 2022.

### **Successful Foundations**

In 2021 we continued the integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project. Implement agreed recommendations from the Early Learning Working Party, flexible and spaces and learning through play in Kinder and Year 1

### **Spelling through Writing**

Our curriculum focus is on continued student growth and enrichment through a consistent collaborative approach to programming English K-6, in particular, Writing and Spelling. Staff regularly engage in meaningful Professional Development opportunities to increase teacher

repertoire of strategies to explicitly teach writing and Spelling. We have developed agreed practice in English and a whole school Spelling Scope and Sequence.

### **Leading Learning Collaboratively**

We continued to provide PD to ensure all staff are able to implement learning intentions and success criteria within writing lessons.

### **Learning Support**

St John the Baptist Maitland has a fulltime Learning Support teacher who works collaboratively, with the classroom teachers and parents to ensure that we provide an inclusive education for everyone. Children who struggle academically are catered for through targeted programmes, as are learners identified within the gifted range. Class teachers, members of the Learning Support Team and the School Psychologist work together to support all students. Personalised plans, Healthcare Management Plans, Individual Transition Plans and Individual Behaviour Plans are developed in consultation with parents and external personnel to support students with more complex needs.

## 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	75%	54%	8%	11%
	Reading	60%	55%	6%	10%
	Writing	68%	53%	8%	7%
	Spelling	60%	50%	6%	13%
	Numeracy	49%	37%	6%	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	39%	35%	11%	14%
	Reading	46%	41%	9%	11%
	Writing	25%	20%	11%	18%
	Spelling	33%	38%	14%	14%
	Numeracy	44%	29%	7%	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

During 2021 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.

Our Year 6 Leaders lead the school assembly each morning which involves the National Anthem, School Prayer, messages and birthdays.

Liturgies are held to recognise Indigenous Australians during Reconciliation Week and NAIDOC Week. Harmony Day is celebrated to pay respect to other cultures in our community. ANZAC Day and Remembrance Day are observed at a school prayer service. The Mini Vinnies team meet regularly and in 2021 they fundraising for the Bush Fire Appeal and the Vinnies winter appeal.

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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

#### **Catholic Formation and Mission:**

We have had a focus on Faith Formation in 2021 and all staff have an increased awareness of the need to update and maintain their Faith Accreditation. Programs provided by CSO Spirituality Services have been accessed by all Staff.

#### **Learning and Teaching**

St John the Baptist continued with Action Research for **Successful Foundations** (Early Learning) during 2021. Collaborative investigation and learning established in K and Year 1. Students learning dispositions, skills and knowledge were documented and analysed. Teachers completed a profile of their children's strengths, interests and learning needs. Provocations for learning are evident in the classrooms. Teachers involved in this project examined research evidence, understandings and approaches that are crucial to play. This included informed professional judgement, intentional teaching and the environment as third teacher and resulted in changed pedagogy and practice.

Improved **explicit teaching of spelling** was a major focus in 2021. All staff attended a whole school Spelling Inservice and was a focus at a number of Staff Meetings throughout the year. Teaching and learning programs include a range of differentiated strategies to support student's achievement in spelling. The school's Pedagogical Mentor worked with teachers across each Stage to develop a Whole School Scope and Sequence for Spelling. Student

work samples from the writing assessment demonstrate students enhanced spelling achievement.

Professional Learning also continued to focus on **improvement of students' Writing**. Case Management meetings and PLT meetings are timetabled to provide teachers with opportunities for formal collaboration and to build a culture of trust and allows teachers to support each other to improve classroom practice. Data is analysed regularly and informs the teaching cycle.

### Priority Key Improvements for Next Year

Key Improvements for 2022:

- Develop a Formation Framework
- Implement of Positive Behaviour Framework
- Continue to Focus on Spelling
- Continue to implement Leading Collaborative Learning

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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

In 2021 Parents were given the opportunity to participate in the "Tell Them from Me" survey. Parents responses indicated that the school supports their child's learning and supports positive behaviour and felt that the majority of teachers take into account their child's needs, abilities, and interests. The responses indicated that parents believe that teachers hold high expectation for their children to succeed and that teachers in general show an interest in their child's learning.

The majority of parents did not feel their child was excluded and that their child is treated fairly. Bullying was not seen as a major issue at school and parents did not identify Cyber Bullying as causing any issues.

Parents identified that reports are written in easy-to-understand terms but parents feel that more time needs to be given to discussing a child's progress and fairly low on informing parents on child's social and emotional development.

### Student satisfaction

The results from our students indicated they believe they have strong supportive relationships at school and that they feel safe. A number of students indicated that they would like to be provided with more challenging curriculum, most particularly in Mathematics and English. Most students felt confident in their skills. The students feel they have positive teacher students' relationships and that teachers have high expectations for them to achieve.

The majority of students felt that the classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

The students indicated that they would like to be given the opportunity to participate in more Sporting Events and be given more opportunities in art, drama and music.

Bullying was not identified as an issue for our students and that students are generally well behaved in the classroom and playground.

### Teacher satisfaction

Teachers results overwhelmingly saw technology as an area of high need at St John's.

The results indicate that leadership and collaboration is a key feature of the school and gave a score of 8.4 for the school having a good learning culture.

Teachers rated the school 8.5 in data informs their practice with the highest score of 9.2. Teachers feel that their assessments help them understand where students are having difficulty, and 9.3 that formal assessment tasks informs their lesson planning. Teacher say they regularly use data from formal assessment tasks to decide whether a concept should be taught and use formal assessment tasks to discuss with students where common mistakes are made.

One area that teachers feel we do not do as well is providing examples of work that would receive an "A", "B" or a "C".

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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>	\$3,060,748
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$868,619
Fees and Private Income <sup>4</sup>	\$697,471
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$212,824
<b>Total Income</b>	<b>\$4,839,662</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$83,466
Salaries and Related Expenses <sup>7</sup>	\$3,365,729
Non-Salary Expenses <sup>8</sup>	\$1,043,014
<b>Total Expenditure</b>	<b>\$4,492,209</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