

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St John Vianney's Primary School

60-66 Yambo Street, MORISSET 2264

Principal: Simon Devlin

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

About this report

St John Vianney's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the 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.

Message from key groups in our community

Principal's Message

St John Vianney School is located in the heart of the town of Morisset. Morisset is the gateway to the south-western side of Lake Macquarie, the scenic Watagan Mountains and Hunter Tourism region. It is part of a recognised system of schools in the Maitland-Newcastle Diocese, which is managed by the Catholic Schools Office. In 2010 under the Federal Government's Building Education Revolution (BER) the school received 1.8 million dollars for building and refurbishment. The school refurbished 3 old classrooms and old hall as well as having the new library and school hall built. This would not have been possible without the support of the other schools in our diocese who gave SJV money towards our project. In 2014 we had two new demountables installed. 2015 saw another demountable installed. This allowed a smaller class to become a meeting room and take some pressure off our staff room. In 2021 our enrolments steadied and by the end of the year the school had 160 children enrolled. This report provides the school community with information about school performance, initiatives, developments and achievements. It draws together information of major interest and importance to the school community and demonstrates accountability to the Catholic Schools Office and other regulatory bodies. The Annual School Report complements and is supplementary to school newsletters and other regular communication. It is the result of a rigorous school evaluation process, which identifies strengths and areas for development.

Parent Body Message

Due to COVID restrictions parent involvement in 2021 was restricted. The P&F finished meeting in June and will not meet again until 2022 via Zoom. The usual P&F fundraising events from previous years were cancelled. the P/F voted on continuing with a P&F in preference to the PEG model being offered by the CSO Canteen was closed until the next year and parents volunteers were unable to support children in classrooms. Despite this P/F donated money to support the pastoral needs of the school as well as supporting classrooms with a donation of \$250 per class.

The many emails, letters and phone calls received showed appreciation for the support offered to families during the lockdown.

Student Body Message

The student body is represented by a Student Council, comprising two elected students from each Primary class as well as the School Captains and Vice-Captains. The student Councillors are an important link in communication between students, teachers and parents.

They meet regularly with the Principal to discuss school issues and act as a forum to communicate the needs of the children. The Sport Captains had the responsibility of monitoring sporting teams and sports equipment. Unfortunately opportunities for the school captains to represent the school this year were limited due to COVID 19 but they did 'honour the fallen' at Cooranbong Cemetery on ANZAC and Remembrance day. They presented at information nights and ran school assemblies. The SRC regularly support and promote our school rules by presenting them at Assembly and being good role models for our school. The Student leaders organise the SPIN the Wheel each Thursday morning and discusses prizes that could go on the wheel.

School Features

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

St John Vianney School commenced operation on 17 January 1962 with 60 pupils and continues to grow with the rich educational and spiritual traditions passed down to the lay staff by the Sisters of St Joseph. The school currently has 170 students. We have 7 classes K-6 and provide a quality education in a strong Catholic setting supported by our local parish.

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

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

The school has a strong focus on Aboriginal Education and we employed an Aboriginal teacher last year for 3 days a week. The aim was to lift the Literacy and Numeracy results for all indigenous children and to include aboriginal perspectives into KLA's.

Location/Drawing Area

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

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
75	84	8	159

* 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 92.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.42	91.94	93.12	92.72	92.73	90.44	93.45

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	29
Number of full time teaching staff	8
Number of part time teaching staff	9
Number of non-teaching staff	12

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

Our School Improvement Plan continued to have a whole school focus on reading and writing. Our professional development and PLT's were based around the school goal. The Primary team goal was around targeting specific students and planning at differentiated ways to cater for their specific needs. Infants team goal was around reading and planning consistent programs and strategies between the grades to ensure continuity.

In addition, we continued on our professional journey with Lyn Sharratt and Clarity. PD and PLT's involved creating a collaborative culture of implementing learning Intentions and Success Criteria within literacy lessons. Professional development days around writing involved staff contributing to collegial discussions and applying constructive feedback about writing in order to improve professional practice and knowledge.

We also had a professional development day on child protection to ensure safety and wellbeing within the school system.

In addition, there was professional development around the school reporting system, especially the changes due to lockdown. During the home schooling phases due to the pandemic, staff had to quickly engage in a variety of professional development opportunities in order to effectively deliver teaching and learning from home. These included but are certainly not limited to the use of Teams and Seesaw as learning platforms.

In Religion, as a staff we spent time reflecting with Michael Dennin on the theology of faith and reason. We also received professional development on the Pedagogy of Encounter as a means to encouraging an inquiry process to the teaching of Religious Education.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle 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 Vianney's Catholic Identity is central to all aspects of who we are and is the cornerstone of our existence. Our conducive Christian community is present at St John Vianney through the ongoing development of relationships amongst staff, parents, students, and parish. As a Catholic community Jesus is at the forefront of all we do, and we look for the Spirit of Jesus in ourselves and others.

Many visible signs in the school also identify St John Vianney as a Catholic school. Our entrance proudly displays a prayer space with St Mary of the Cross MacKillop and St John Vianney. These saints are an integral part of our history, and staff and students look to them for guidance. Our school was founded by the Sisters of St Joseph and the Josephite tradition lives on in our school. We value our Patron Saint, St John Vianney, a man who drew people back to God and Christian living. He had struggles but always persevered and looked ahead. St John Vianney models the importance of hard work and never giving up. Our Mission and Vision Statements sit side by side at the entrance of our school. These remind us that we are “One community learning together in harmony, living like Christ”.

The year 2021 has been quite different in the way we have been able to join together as a community however, the staff and students have still had the opportunity to participate in various liturgical based events. These were reimagined and opportunities were provided that embraced the richness of the Catholic tradition and invited our community into a deepening encounter with God through Christ. As a staff we spent time reflecting with Michael Dennin on the theology of faith and reason. We also received professional development on the

Pedagogy of Encounter as a means to encouraging an inquiry process to the teaching of Religious Education.

The school implements the Diocesan K-12 Religion Syllabus which promotes the knowledge and understanding of the story, experiences and teachings of the Catholic community. Religion lessons involve exploring the Catholic Community through the four strands of Jesus and Scripture; History and Beliefs; Celebration and Prayer and Justice and Morality.

The Parish Leadership team, Father Kevin and the REC work collaboratively on providing worshipping opportunities that are centered on Christ and develop students' knowledge of Catholic tradition. We continue to form and maintain our partnerships with parish, families and community.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The 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

Based on our school's three year strategic plan, staff at St John Vianney's set six main goals. Within these goals, three cover the domains of Student Centred Learning, Building Capacity, and Leadership. The continued focus for Student Centred Learning was that individual student's needs, levels of readiness, interest and motivation were catered for, through challenging and engaging activities. Teachers ensured that a cohesive, manageable and consistent literacy block was maintained from 9.00-11.00am daily. The focus was on modelled guided and independent lessons that covered all aspects of Literacy, including speaking and listening, reading and writing. Teaching and learning programs have been monitored regularly to ensure effective teaching strategies that demonstrated differentiation in the classroom.

in addition, we have been nominated as a pilot school for implementing the new Maths syllabus. The Assistant Principal and another accomplished staff member have been trialing new strategies, resources and ideas and providing regular feedback to the CSO's Education Officer in the hope to provide professional development and support moving into 2022.

We have prioritized Professional Learning Team and Case Management Meetings to allow time for professional and collegial dialogue with respect to literacy. Teachers met regularly to analyze data, and student samples in order to develop a consistent approach to the teaching of literacy.

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

They worked with teachers in implementing programs, such as Minilit, Maclit, and Getting Reading Right which are differentiated to cater for the needs of the students.

The LS team is supported by a Aboriginal Education Teacher meeting the needs of Aboriginal and Torres Strait Islander children and ensuring an aboriginal perspective is included in lessons. The EALD teacher supports children who come from homes with another language.

In addition, we continued to have had a strong focus on identifying and developing the roles of Pedagogical Mentor and Gifted Education Teacher within the school. These roles have assisted with SJV working towards our school goal of Building Capacity. In order for teachers to grow and develop professionally, they have had opportunities to meet on a regular basis with our Pedagogical Mentor to develop a common language, understanding and skillset that have assisted in the direction of classroom instruction, thus catering for the needs of all students. Lead by the executive team, we have had professional learning team meetings fortnightly. A clear agendas have been set, norms followed and staff were encouraged to prepare by viewing professional readings prior to the meeting and to bring samples and ideas to the meetings for collegial discussions. These regular Professional Learning Team Meetings for both Infants and Primary Teams have been a fundamental part of professional development and all teachers were encouraged to drive the agenda for PLT's, developing their capacity to understand, engage and comply with NES standards.

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	50%	54%	13%	11%
	Reading	71%	55%	17%	10%
	Writing	60%	53%	4%	7%
	Spelling	46%	50%	29%	13%
	Numeracy	42%	37%	8%	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	23%	35%	18%	14%
	Reading	33%	41%	10%	11%
	Writing	5%	20%	38%	18%
	Spelling	14%	38%	27%	14%
	Numeracy	14%	29%	18%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student 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

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

The students at St John Vianney are encouraged to support the wider community through prayer, financial support and service. At St John Vianney Catholic School we believe that social justice is central to our identity and empowers our students to act. We work towards a fairer and more just world for everyone as we respond to the Gospel of Jesus. In line with our Josephite Charism our social justice actions are targeted to respond to identified needs, both within our community and abroad. We believe that our social justice actions allow us to participate in the mission of the Church and educates our students to develop an understanding of the pillars of social justice as outlined in Catholic social teachings. The Mini Vinnies group, approximately 25 students, helped support local families and raised \$715 for Caritas (Project Compassion), Catholic Mission and St Vincent De Paul.

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

School Improvement

The School implements the 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

The key achievements in 2021 were:

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

Priority Key Improvements for Next Year

For 2022 the following have been identified as priorities for our school:

- All community members will live as witness to the Vision, Mission and Charism of the School.
- All students will have positive growth in the Mathematics strand of number and algebra.
- Use research, Lyn Sharratt's work, to collaboratively develop and implement contemporary pedagogical practices to meet the current and future learning needs of students.
- Teachers will have a clearer understanding of the new Maths syllabus, including maths anxiety, teacher clarity, learning progressions and “big ideas”.
- Staff will have opportunities to focus on wellbeing strategies for both self and students. They will explore ways to cater for students with anxiety, participate in mindfulness strategies and have time for active team building and self care in the workplace.

Community Satisfaction

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

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

Data taken from the Tell it From Me survey in 2021 shows 100% of parents would recommend our school to others. Other strengths highlighted in the survey, above the Diocesan average, were a sense of welcome in the school as well as providing a safe learning environment. Teachers supporting children's learning and communication also scored high amongst the parents who completed the survey. 100% of parents surveyed felt there was effective leadership.

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

Student satisfaction

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

The Tell it from me survey in 2021 showed that most students feel supported in their learning and are challenged. The school is a safe, clean and comfortable environment and most would recommend our school to others.

Teacher satisfaction

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

Data taken from the Tell them from me survey in 2021 show that most staff agree we are highly regarded in the community, we have effective leadership and Social Justice issues are a priority.

100% of staff surveyed believe we provide a quality learning environment for the children. 80% of staff believe the resources and buildings of the school are adequate. 100% of staff believe we have strong leadership and they feel supported. Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,096,464
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$631,910
Fees and Private Income ⁴	\$320,687
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$120,505
Total Income	\$3,169,566

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$22,937
Salaries and Related Expenses ⁷	\$2,243,700
Non-Salary Expenses ⁸	\$651,008
Total Expenditure	\$2,917,645

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