



CATHOLIC SCHOOLS
Broken Bay

2023

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

21a Dulkara Road, WOY WOY 2256

Principal: Mrs Nicole Davies

Web: www.sjbwwdbb.catholic.edu.au

About this report

St John the Baptist Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and 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

Diverse curricula activities initiated by a caring and dedicated staff, professional collaborative planning accompanied by rigorous tracking of student learning growth, large well-maintained grounds and facilities and parental involvement combine to offer an excellent learning environment for students. St John the Baptist is blessed with a dedicated and caring staff who have created a loving Catholic environment where students are nurtured to be the very best they can be in order to make a positive difference in the world.

Parent Body Message

We enjoy a fruitful, collaborative partnership between St John the Baptist (SJB) School and our homes. The Parent Representative Group meets regularly with the school leadership team to discuss the school community and opportunities to strengthen connections, as well as the learning and wellbeing opportunities provided by the school. We enjoy looking through our children's workbooks each week when sent home, open classrooms, classroom updates via the SeeSaw App, sharing class experiences such as mindfulness sessions and parent education sessions such as the Anxiety Workshops. We celebrate our community by coming together for events including Grandparent's, Mother's and Father's days, our school Feast Day and Masses.

Teachers at the school support students by partnering with families, recognising the integral foundation of home for each child's ability to learn. There are far more opportunities to participate in ongoing communication beyond brief parent-teacher interviews. Teacher-family emails promote collaboration so concerns can be addressed, and individual achievements highlighted, with the wellbeing of all students a mutual priority. Frequent communication allows for constructive cooperation, leading to the best outcomes for our children.

Student Body Message

At SJB, kindness and positive learning environments are core values, fostering a community where everyone feels valued and appreciated. Anti-bullying measures and a bucket filler system promote motivation and happiness. Emphasizing that kindness is key to success, teachers nurture a growth mindset, leading to greater achievement and contentment.

The school features a well-stocked library and weekly Greek lessons, providing opportunities for learning beyond the classroom. A vibrant music program allows students to explore musical talents, while ample sports facilities and free-play areas encourage physical activity and socializing.

Break-time activities include diverse clubs like art, debating, and creative writing, catering to varied interests and fostering friendships. Upholding the SJB saying of, "Be kind to one another", the school community actively supports each other through acts of kindness and volunteering and creating a warm and inclusive environment for all. SJB's focus on kindness, learning, and community makes it a special place for students to thrive and develop.

School Features

St John the Baptist Catholic Primary School Woy Woy South is a Catholic systemic coeducational school. The school originally began in 1922 in the centre of Woy Woy and was established by the Josephite nuns. It was moved to its present site in 1979. The school belongs to the Woy Woy Peninsula Parish with the priests visiting weekly to celebrate Mass and Reconciliation. This year the school, led by Bishop Anthony Randazzo, enjoyed a wonderful celebration to mark our 100th birthday.

The school caters for boys and girls from Kindergarten to Year 6 and due to increasing enrolments is moving from a three-stream structure to the inclusion of four streams in Kindergarten and Year 1 in 2023. The school draws from a wide geographical area, with children travelling from Kariong, Tascot, Umina Beach, Ettalong, Phegan's Bay, Booker Bay, Empire Bay as well as from the local surrounding areas of Woy Woy. This demographic contains a vast spread of socio-economic backgrounds. Aspect classes are provided for children with autism with an enrolment of eighteen children over three classes.

2022 saw the resumption of many school activities that were temporarily affected by Covid restrictions in previous years. The students were once again involved in creative, academic and sporting pursuits, gala days, diocesan sporting events, chess, public speaking, and band competitions. The school band consists of a concert and a training band, and both are going from strength to strength. We thoroughly enjoyed being able to present our end of year concert, "Movies in Motion" to our whole school community at the end of the year in the auditorium at St Edward's College.

Positive Behaviour for Learning (PBL) and wellbeing have been a priority with various programs implemented throughout the school to support student mental health, e.g. mindfulness sessions and Zones of Regulation.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
262	270	91	532

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 89.86%. 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
91.30	90.60	91.20	89.70	90.00	89.60	86.60

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	38
Number of full time teaching staff	24
Number of part time teaching staff	14
Number of non-teaching staff	5

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

CSBB SDD

During our yearly system-wide staff development day, Bishop Anthony Randazzo and Director Mr. Danny Casey provided additional insights into our advancement within the CSBB Towards 2025 strategic plan for school enhancement. Keynote Speaker Mark Wales delivered a presentation on staff well-being, while Linda Bendikson shared insights on the schools' annual objectives, which were then deliberated and pondered upon. The concluding session, led by Fiona Dignan and Simon White, centred on well-being, highlighting the array of resources accessible for CSBB staff and students.

Gifted and High Potential Learners

The objective of this staff development day was to provide teachers with insights into identifying and supporting high potential learners and gifted students in their classes. The session included discussions on the characteristics of high potential learners and gifted students, exploring various aspects of their potential. Teachers were encouraged to assess students in their classes against these criteria. Additionally, teachers had the opportunity to review literature such as the NSW curriculum site's 'Revisiting Gifted Education' and the article 'How to Develop High Expectations Teaching,' and engage in activities based on these readings.

Familiarisation of the 3-6 Mathematics and English Syllabi

The Literacy and Numeracy coaches led teachers through a process of becoming familiar with the newly introduced syllabus documentation for Year 3 to Year 6 in both English and Mathematics. Teachers were introduced to a more streamlined curriculum framework, which linked content to Literacy and Numeracy learning progressions. An overview of the revised structure of both syllabi was presented, with content mapped out through new outcomes, and teachers explored the teaching advice feature. During their weekly two-hour collaborative planning meetings, teachers in Year 3, Year 4, Year 5, and Year 6 had the opportunity to delve deeper into the syllabus with coaches, preparing them well for the implementation of the new syllabus in 2024.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The School has a strong religious dimension and endeavours to present quality education as an expression of the Catholic worldview. Opportunities to apply this worldview to all aspects of life both within and beyond the School are continually being sought and manifest in, for example, teaching programs and in school policies. Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all Key Learning Areas (KLAs) and in interactions with staff and parents.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Feast days and special seasons are celebrated through Masses and Liturgies. Children in Years 4 to 6 celebrate Reconciliation once a term and all classes are exposed to Exposition of the Blessed Sacrament each term.

During 2023, children and staff have been enriched by a variety of prayer experiences. Each Friday morning staff gather to participate in community prayer. Each class has prayer during

the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. The School supported the local St Vincent de Paul chapter at Christmas time by collecting donations of toys for parish hampers.

In the June of 2023, our school community welcomed Bishop Anthony Randazzo who led our celebration in honour of the 100 year anniversary of St John the Baptist School. With Danny Casey in attendance, along with past and present students, families and teachers, the school community celebrated Mass with great enthusiasm followed by a performance from our school concert band, an interactive presentation of the school's history, and finishing with a luncheon.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The teaching staff believes it is important that they have consistent practice across the English and Mathematics blocks so that students know and understand learning expectation and routines. Extensive professional learning (PL) for staff has been an integral part of this process. The School Leadership Team continues to collaboratively and actively lead PL.

During 2023, teachers have moved through the familiarisation phase of teaching the new K-6 English and Mathematics Syllabuses. This has been foundational in building understanding of the intent and purpose of the new syllabuses needed to strengthen teachers' understanding of the content and how to teach it. The learning through this phase has been fundamental to the entire implementation process.

Teachers have applied their knowledge of the content and teaching strategies of the new K-6 syllabus to develop engaging teaching activities for their students. This only happens when staff have current and comprehensive knowledge of the content and teaching strategies of each syllabus. The work of our school leaders this year has been to support teaching staff to develop this deep knowledge and understanding so that they can consistently plan for teaching and learning with fidelity to the syllabus.

Teachers continue to work towards high quality practice in English based on evidence-based best practice and towards greater precision in the teaching of Mathematics. This journey has been aided by support from Catholic Schools Broken Bay (CSBB) through the provision of professional learning resources to support our leaders and teachers to develop the necessary comprehensive knowledge and deep understanding of the intent, content and pedagogies of the new syllabuses.

Digital technology skills are continuing to be explored and developed through a range of mediums that are age and stage appropriate. These opportunities that are given both as embedded practise and stand-alone, are proving to enhance the learning of our students.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St John the Baptist Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	57%	54%
	Reading	73%	67%
	Writing	76%	76%
	Spelling	55%	61%
	Numeracy	66%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	70%	64%
	Reading	82%	74%
	Writing	83%	66%
	Spelling	73%	69%
	Numeracy	81%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

To ensure a consistent and positive approach to behaviour management the school has in place Positive Behaviour for Learning (PBL) and Zones of Regulation, which are initiatives that address behavioural, social, and emotional learning. These initiatives specifically address and teach the rule, "At St John the Baptist we are respectful, responsible learners". Children are guided to understand the meaning of this rule in order to act appropriately both within the school and within the community. Understanding the Zones assists students in identifying their emotional state and choosing the correct tools to help manage their emotions and self-calm.

Mindfulness sessions with a trained facilitator each term assist children to learn and practice these self-calming techniques. Mindfulness can calm the mind and focus our attention on the here and now, rather than thinking about the past or worrying about the future

Students are encouraged to think about and support community service initiatives instigated by the School's Mini Vinnies group. These activities promote empathy and respect for, and a commitment to action, to assist those less fortunate than ourselves.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Learning and Teaching: The sustained and strategic emphasis on literacy and numeracy, facilitated by teachers engaging in coaching cycles in both areas, yielded positive outcomes in teaching practice and student achievement. Coaches provided support to grade teachers in planning and executing learning activities tailored to meet the needs of all students through differentiated tasks.

Mission: Kindergarten and Year 1 saw the implementation of new RE units aimed at reinforcing the utilization of rich and varied tasks in RE lessons. These units extended over an extended duration to enable in-depth exploration of scripture, incorporating the Godly play strategy, wherein children manipulate models to delve into and retell bible stories.

Pastoral Care: The school maintained its focus on Zones of Regulation awareness and Mindfulness practices, aiding students in exploring calming techniques, cognitive strategies, and sensory supports to equip them with a repertoire of methods for managing emotional states. Mindfulness sessions conducted at the conclusion of each term provided opportunities for children to learn and apply these self-calming techniques.

Priority Key Improvements for Next Year

In 2024, the school will maintain its strong emphasis on personalised literacy instruction, particularly in reading, through data analysis and the enhancement of teachers' proficiency in differentiation strategies to cater to individual student needs. Collaborative coaching sessions with grade teachers will persist in prioritizing students' learning progress and addressing their specific challenges on the learning continuum, incorporating targeted strategies to address their individual needs. Across Kindergarten to Year 6, teachers will implement the newly adopted English and Mathematics syllabi. Explicit teaching (pedagogy) and a Daily Review will be implemented in 2024.

With the acquisition of additional devices, the seamless integration of Information and Communication Learning Technologies (ICLT) will remain a focal point, particularly with primary classes having a 1:1 device ratio. A coding scope and sequence will be refined, and our equipment upgraded.

Evangelisation and Catechesis: In 2024, the school will continue its efforts in developing assessment rubrics aligned with robust student learning tasks, while also deepening students' comprehension and appreciation of scripture.

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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Members of the Parent Representative Group were asked what they were happy with in 2023. They responded with:

- I like the emphasis on being kind; the children are reminded to be kind each morning before they move off to their classrooms
- The school is calm and settled
- The teachers really care about the children and regularly communicate with me about how my son is going
- SJB has modern facilities, well-equipped classrooms, and access to resources such as technology, an extensive library, and an amazingly big playground space
- My children are happy and well-supported both academically and with their wellbeing
- We have been part of really lovely community events like the Big Arvo and Mother's Day, which have been fun and special. The 100-year anniversary celebrations were very special and fun for the children. It was interesting to see the development of the school from when it first started
- I have two children who are neuro-diverse, and the school has offered so much support, including small intervention groups to help them with their reading and writing
- Looking after the children's wellbeing is a priority, so I know my kids are well-cared for.

Student satisfaction

When the students in Years 5 and 6 were asked what they enjoyed in 2023, they responded with:

- End of year dance concert; it was exciting to do our concert at St Edward's, and to dress up in costumes and dance on the big stage. It was good that we got to choose the movie we got our music from for our dance
- 100-year anniversary; it was very special when the bishop came to SJB to see us, and we got to dress up as 100-year-olds
- Hillview house: walking around on a Friday to visit the old people; it was fun to make a card, or a game, or read a book with them. They are really nice and it's fun to visit them; they are happy when we visit

- Surf days: learning to read the rips and where it's safe to go in. We had a fun day. at the beach learning about being safe in the surf
- I like that I get to see my friends every day at school
- The teachers help us when we need help to learn or we're having trouble with our friends

Teacher satisfaction

When asked about 2023, teachers said:

- Collaborative Planning sessions are very valuable; having time to sit and talk with your grade partners about the learning the children are doing, and how to plan to fill their learning gaps
- A lot of PL on the new English and Maths syllabi to become familiar with them and understand the new approaches and set up of the online platform
- The end of year concert was lots of fun and brought the whole community together
- A lot of resources in the school to assist with teaching and learning, e.g. new decodable readers, maths equipment, IT devices
- As a new teacher I appreciate all the support I received from my grade partners and the leadership team
- Everyone is so lovely and helpful

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$6,310,758
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,673,065
Fees and Private Income ⁴	\$1,619,341
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$3,391
Total Income	\$9,606,555

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$37,624
Salaries and Related Expenses ⁷	\$6,065,361
Non-Salary Expenses ⁸	\$1,963,717
Total Expenditure	\$8,029,079

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 2023 REPORT