



2021

ANNUAL SCHOOL REPORT



St John the Baptist Catholic Primary School

21a Dulkara Road, WOY WOY 2256

Principal: Mrs Nicole Davies

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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 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

Diverse curricula activities initiated by a caring and dedicated team of professionals, large well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities for students. The School is blessed with a dedicated and caring staff who have created a loving Catholic environment where students are nurtured to be the best they can be in order to make a difference in the world.

Parent Body Message

We enjoy fruitful, collaborative partnerships between St John the Baptist (SJB) and our homes. This year has been impacted again by COVID-19. However, the school has made a huge effort to remain in contact with parents via regular communication from the principal and teachers to the online lessons during Home-Based Learning and the feedback from these learning activities. Frequent communication allowed for feedback for constructive cooperation, leading to the best outcomes for our children. The staff made both humorous and meaningful videos to share with parents on the school Facebook page, which helped keep us connected to the school.

Parent-teacher interviews were held via zoom, which continued to promote collaboration so that concerns could be addressed and individual achievements highlighted, with the wellbeing of all students a mutual priority.

Devices were available for families to borrow for online learning if they didn't have enough at home for each child to access. This was a great support for families.

Student Body Message

St John the Baptist is a Catholic school that gives opportunities for many children, both inside and outside the classroom. The School has evolved over the years, and now has new flexible learning classrooms and environments, a new playground for children and has been added and there is an increase in technology available to help students with their learning. Our School participates in many carnivals, competitions, Gala days and excursions. The teachers here both challenge the students, and make sure they have fun and are not too stressed.

This year, due to COVID-19, we went back to Home-Based Learning again so we were able to make good use of our technology. We could borrow devices from school if we didn't have enough for everyone at home to get their lessons done. It was great to see all of our friends back at school in Term 4 after working from home for all of Term 3.

School Features

St John the Baptist Catholic Primary School Woy Woy South, is a Catholic systemic co-educational 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.

The School caters for boys and girls from Kindergarten to Year 6 and due to increasing enrolments is moving from a two stream to a three stream class structure. To cater for the growth, six new classrooms were built in 2015 and opened for use in 2016. 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 enrolment of eighteen children in three classes.

In 2021 the students were not able to participate in a lot of the extra-curricular opportunities which are normally available to them, due to COVID-19. Usually the students would be involved in creative, academic and sporting pursuits such as the end of year Musical, gala days, diocesan sporting events, debating, chess, public speaking and band competitions. The School band consists of a concert and training band and both are going from strength to strength.

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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
255	253	79	508

* 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 2022. 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 2021 was 95.24%. 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
96.13	94.67	95.42	96.18	95.62	94.75	93.92

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 2021:

Total number of staff	42
Number of full time teaching staff	22
Number of part time teaching staff	11
Number of non-teaching staff	9

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: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 NESA 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

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, twilight staff meetings, subject specific in-services, meetings and conferences and a range of professional learning programs provided by Catholic Schools Broken Bay. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

Day 1: ICLT Integration Across the Curriculum: develop teachers' knowledgebase and confidence with integrating ICLT into teaching and learning, focusing particularly on Google Suite, Apple and Microsoft products.

Day 2: Know Your Impact: understand the impact of teaching on student achievement and learning growth in Maths by reflecting on and analysing their 2021 results from PAT-M and MAI's.

Day 3: Preparation of technology and resources for home based learning, as well as identifying best practice and consistency across the school for the duration of HBL.

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 explores the rich diversity of the Catholic faith and ways in which we live it. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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 3 to 6 celebrate Reconciliation once a term and all classes are exposed to Exposition of the Blessed Sacrament each term. Usually the sacraments of Reconciliation, Confirmation and Eucharist are received by children from Years 3 to 6, however this year due to COVID-19 there was only a Confirmation sacramental program for predominantly Year 3 children.

During 2021, children and staff have been enriched by a variety of prayer experiences. Each Tuesday afternoon 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.

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 expectations 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. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate pedagogical approaches to the teaching of English and Mathematics (incorporating both literacy and numeracy experiences) that maximise children's learning.

For the last six years teachers have worked towards high quality practice in English based on evidence-based best practice; similarly for the last seven years teachers have worked towards greater precision in the teaching of Mathematics. This journey has been aided by support from Catholic Schools Broken Bay (CSBB) with embedding programs such as Extending Mathematical Understanding (EMU), Best Start and Improving Literacy and Numeracy National Partnerships (ILNNP), Encouraging Persistence and Maintaining Challenge (EPMC) and in the provision of much needed funding respectively. Considerable resourcing by way of releasing teachers and purchasing teaching resources has greatly assisted this journey. Though 2021 was marked by the absence of this PL and the subsequent resourcing, the prior year's learnings continued to have an impact on teaching and learning.

To understand a student's point of need, and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the Teacher Inquiry and Knowledge Building Cycle (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) with their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the strengths and challenges of students and subsequent instructional decisions. Similarly, Running Records are taken at the beginning of the year to analyse reading ability for areas of strength and need. Reading levels are then tracked each term which is the catalyst for further professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Throughout 2021, due to COVID-19, both teachers and students increased their confidence in using technology to enhance their learning. Throughout HBL, technology was the main method of delivery for teaching and learning relying heavily on rapid upskilling in this area. This knowledge and the associated skills remained in use after HBL, which continued to encourage engagement in 21st century learning.

Student Performance in Tests and Examinations

NAPLAN

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

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

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	76%	54%	0%	11%
	Reading	68%	55%	0%	10%
	Writing	72%	53%	0%	6%
	Spelling	56%	49%	0%	13%
	Numeracy	50%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47%	35%	5%	14%
	Reading	55%	40%	4%	11%
	Writing	23%	20%	11%	18%
	Spelling	51%	38%	4%	14%
	Numeracy	32%	29%	6%	15%

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 changes made to this policy in 2021.

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 2021.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 no changes made to this policy in 2021.

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 to choose 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Learning and Teaching: The main focus in 2021 was the continued upskilling of teachers and students in the use of ICLT to deliver and manage teaching and learning for Home-Based Learning, as a result of Covid-19. Apart from this extensive achievement by staff and students, the sustained and strategic focus on literacy and numeracy through teachers engaging in coaching cycles in both areas had a positive impact on teaching practice and student achievement in these curriculum areas. Coaches supported grade teachers as they planned and implemented learning for all students ensuring differentiated tasks met all students' needs.

Mission: Due to Covid-19, masses and reconciliation liturgies were mostly absent from 2021. New RE units to consolidate the use of rich and differentiated tasks in RE lessons were implemented. These new units went over a longer period of time to allow scripture to be explored at a much deeper level.

Pastoral Care: As much as possible when appropriate Zones of Regulation and Mindfulness continued across the School to help students explore calming techniques, cognitive strategies, and sensory supports so they have a toolbox of methods to use to move between zones. Mindfulness sessions at the end of the year assisted children to learn and practice these self-calming techniques.

Priority Key Improvements for Next Year

Learning and Teaching: In 2022 the School will continue its strong focus on point of need teaching in the areas of literacy and numeracy by analysing data and deepening teachers' knowledge and understanding of differentiation strategies to meet student needs. Collaborative coaching with grade teachers will continue to focus on students' learning

growth and their "sticking points" on the learning continuum, incorporating specific strategies to target their point of need.

With the purchase of more devices, the authentic integration of ICLT will remain a focus with primary classes going 1:1.

Evangelisation and Catechesis: In 2022 the school will develop assessment rubrics against rich student learning tasks, whilst also deepening student knowledge and understanding 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

In the TTFM survey conducted at the end of 2021, parents commented on the following:

- SJB is a lovely school with good leadership and a caring attitude. Home based learning was executed extremely well, with clear development as the weeks progressed. Well done to a team who showed flexibility, agility and openness.
- SJB is a great school and I highly recommend it to others. The staff are lovely, efficient and supportive. I love the Catholic ethos and how they encourage children to support the community.
- I like that the children have an opportunity to play musical instruments and can join the band.
- My son has made some lovely friends at school and pre-covid the school has held many events to bring the school community together.
- I love the Principal, Assistant Principal and Learning Diversity staff.
- The teachers are invested in each child individually and work to cater to the needs of each one.
- Higher grades are very helpful to Kindy children which gives me assurance my child won't be left out.
- The buddy bench is a great idea so children have a place to go if they have no one to play with.

Student satisfaction

In the TTFM survey conducted at the end of 2021, students commented on the following:

I like that our school always encourages us to include people and not leave anyone out.

- The teachers are nice and kind and very helpful.
- Our library is really big. It has colourful furniture and there are so many books to choose from.
- We have so much technology at school. We can use chromebooks, Ipads, drones, spheros, beebots and we even have 3D printers.
- I like how the teachers help me when I am struggling.
- I am happy at school and I feel safe.

- We can try out for lots of different sports at higher levels.

Teacher satisfaction

In the TTFM survey conducted at the end of 2021, teachers commented on the following:

- Technology resources for children and teachers make a great contribution to teaching and learning.
- Collaborative coaching sessions are helpful in meeting children at their point of need.
- The opportunity to work from home some days during Covid-19.
- Surprise morning teas at school when rostered on during HBL.
- Support of early career teachers is both helpful and appreciated.
- Great to take Year 6 on their Canberra excursion after missing out on overnight trips in 2020.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$4,040,801
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,094,508
Fees and Private Income ⁴	\$1,374,042
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$2,635
Total Income	\$6,511,986

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$12,380
Salaries and Related Expenses ⁷	\$4,788,987
Non-Salary Expenses ⁸	\$1,577,398
Total Expenditure	\$6,378,765

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