



2022 ANNUAL SCHOOL REPORT



St John Vianney's Primary School, Doonside

PO Box 416, Doonside 2767

Principal: Mr Cameron Lievore

Phone: 02 8869 6300 Fax: 02 8869 6399

Email: StJohnVianneys@parra.catholic.edu.au

<http://www.stjohnvianneysdoonside.catholic.edu.au>

Introduction

About the Annual School Report

St John Vianney's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2022 and gives information about the 2023 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2022 Annual School Report for St John Vianney's Primary School, Doonside.

St John Vianney's Primary School is a two stream coeducational Catholic school in the Diocese of Parramatta. At St John Vianney's Primary School we share in the mission of Christ. Our school motto, *I Will Show You the Way to Heaven*, reflects the shared commitment of our school community to know, love and serve God. The partnership between home, school and parish is integral in nurturing a love of God. Our school is a place where gospel values and beliefs permeate, resulting in a climate where students feel safe, secure, accepted and loved.

We are a welcoming Catholic community where gospel values and beliefs are visible in all aspects of school life. These values are modelled by staff in their interactions with one another, with students, with parents and members of the wider community. Our pastoral care is based on the belief that a Catholic school is a faith community of love which is characterised by justice, tolerance, forgiveness and respect for each other. This culture is the foundation upon which our students can develop and enjoy an enriching, challenging and fulfilling education. St John Vianney's Primary School is a school that values quality learning and teaching, built on strong relationships between students, teachers and parents in a safe, nurturing, supportive and stimulating environment.

At St John Vianney's Primary School the students are provided with learning experiences which empower them to be responsible, reflective and independent lifelong learners, in a safe environment, where the use of technology is embedded into classroom practice. Our school has been recognised by the wider community through the achievement of national awards in literacy and numeracy. Each year, our Stage 3 students have entered the Department of Veterans' Affairs ANZAC DAY Schools' Awards and have been State winners on a number of occasions.

Parent

The Parents and Friends Association (P&F) actively promotes the public image of St John Vianney's Primary School by bringing together parents, students and staff in a spirit of collaboration and close cooperation.

In 2021 the partnership between the school and the P&F allowed for funds to be raised for learning and teaching resources and school improvements. The provision of essential resources enhanced the students' school experience. Resources provided in 2021 included additional reading material for all stages. The P&F also paid the entry fee for students' art work to be entered into Operation Art, an initiative of the Children's Hospital, Westmead, in association with the NSW Department of Education. In previous years, some of our artworks were selected to tour regional galleries with selected works being donated to the Children's Hospital, Westmead. To celebrate Mothers Day and Fathers Day, the P&F organised a stall where the children were able to purchase gifts.

During 2022, with the easing of COVID-19 restrictions, parents and other family members were able to attend a number of events including the Welcome Assembly at the beginning of the school year, Mothers Day and Fathers Day celebrations, Grandparents Day, Book Week, Open Days for prospective enrolments and Year 6 graduation.

Student

As school captains and student council members of St John Vianney's Primary School, we were honoured to take a leadership role in our school. We love and are proud of our school because of all the opportunities we have had to be involved in activities like: Operation Art, cricket days, senior school choir, and the GRIP Young Leaders' Day. We are very proud of our school's achievements. We were state winners for seven years in a row in the ANZAC Day competition awards and have won three awards for our remembrance gardens. We are also proud of our teachers who have given us the best education possible.'

Student leadership roles included:

- leading the school in prayer at assemblies
- leading the midday Angelus prayer
- preparing and leading merit and Student of the Term assemblies
- assisting with liturgical and special assemblies
- acting as role models for all students
- taking suggestions to the School Leadership Team
- encouraging all students to do their best
- welcoming visitors to the school
- assisting with the coordination of fundraising for social justice initiatives - Mission Australia and Caritas
- organising student council roles via a job roster
- preparing and hosting lunch time prayer sessions

Who we are

History of the school

Thanks to the hard work and persistence of the parish priest, St John Vianney's Parish School was established in 1986. It opened with Kindergarten and Year 1, and a total enrolment of 68 students. The founding principal was Sr Ursula Smith, a distant cousin of St Mary of the Cross MacKillop. The school has had five lay principals since that time.

The provision of Federal Government funding enabled the completion of the multi-purpose space in 2011 which now provides a facility for whole-school gatherings, collaborative learning and parish functions. By the end of 2016, Apple TVs, iPad Pros and Ipevo document cameras were provided for all learning spaces, the library and learning support (16 in total). In 2017, Chromebooks were provided to the school by the Catholic Education, Diocese of Parramatta (CEDP) for Years 3 to 6. The school purchased additional Chromebooks and iPads to equip students for 21st century learning in an interactive and stimulating learning environment. In 2018, the school purchased additional Chromebooks to equip every primary student, Years 3 to 6. The Kindergarten to Year 2 (K-2) learning spaces are now well equipped with iPads on a 2:1 ratio.

Towards the end of 2017 the playground areas were upgraded with new artificial grass marked with coloured handball courts, outdoor chess and draught boards. In 2018 an older area of artificial grass was upgraded with sandstone block surrounds to provide additional outdoor seating for students.

During 2019 and 2020 security fencing was installed to create a safe and secure site. All learning spaces in Years 3 to 6 were refurbished with colourful floor to ceiling pinboards. External pinboards were installed to provide spaces for students to share their learning. In 2022, an extensive building project was undertaken to replace the roofs on all buildings.

Location/drawing area

St John Vianney's Primary School is located in a residential area, Cameron St, Doonside. It has been on this site since 1986 and draws students from Doonside, Woodcroft, Edgewood, Bungaribee, Glendenning, Plumpton, Marayong and surrounding areas. The school serves the parish of St John Vianney, Doonside. The school is within walking distance from Doonside Station and is serviced by local buses. Most students are driven to school by parents or carers.

Nearby Catholic secondary schools include St Andrew's College, Marayong (co-educational); Patrician Brothers' College, Blacktown (boys); St Agnes Catholic High School, Rooty Hill (co-educational); St John Paul II Catholic College, Schofields (co-educational); St Clare's Catholic High School, Hassall Grove (co-educational); and Nagle College, South Blacktown (girls).

Workforce Composition

Category	Number of Staff
Number of teachers who are Conditionally or Provisionally Accredited	5
Number of teachers who are Proficient or Highly Accomplished/Lead	24
Number of teachers accredited to teach Religious Education	22
Number of teachers currently undertaking accreditation to teach Religious Education	3
Number of non-teaching staff (includes teachers' aides)	8
Percentage of teachers who are indigenous	0
The average teacher attendance for 2022	93
Percentage of 2022 teaching staff who were retained from 2021	94

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2022 with the easing of COVID-19 restrictions, we were able to celebrate significant liturgical and school events once again. Each week began with the school prayer led by members of the Student Leadership Team. For the remainder of each week student leaders led school prayer over the PA system. Celebrations were held for the seasons of Lent, Easter, Advent, Christmas and St John Vianney's Day. Prayer focus and sacred spaces were used for prayer each day in classrooms.

All meetings began with prayer. Staff prayer was led by staff members each fortnight and the merit assembly prayer and the daily Angelus were led by the student leaders. A Welcome Assembly, Ash Wednesday, Holy Week, Easter, Mothers Day, Fathers Day, Catholic Schools Week and Year 6 Graduation, Advent and Christmas have been celebrated every year. As a school we continued to pray for those in need.

Students in Years 3 to 6 received the Sacrament of Reconciliation. Each grade led the preparation and presentation of liturgies, focusing on the liturgical seasons and special events. Catholic Schools Week was also celebrated. In preparing for the events of Holy Week and the celebration of Christ's Resurrection at Easter each grade led the school community through prayerful reflection on the last days of Jesus' life.

The Acting Religious Education coordinator prepared and facilitated a spiritual reflection day for each grade. A Faith In Action team comprising Year 5 students was also formed with responsibility for leading midday and lunchtime prayer.

Social Justice

During Lent 2022, students, their families and staff supported the work of Caritas through Project Compassion. This year it was successfully promoted through the initiative and care of our Year 6 students and their Project Based Learning initiative which was a Lenten fundraiser. During the winter months, we came together as a school community to donate cans of food to support the work of the *Ignite Food Store*, a Jesuit Social Services (JSS) initiative in a neighbouring parish. We continued our support of JSS in the latter part of the year by putting together Christmas stockings for families who rely on the services they provide. The Acting Religious Education coordinator worked with a student-led Social Justice Team which undertook a number of initiatives throughout the year. This Social Justice Team will continue to work towards St Mary of the Cross MacKillop's maxim of never seeing a need without doing something about it.

School home and parish partnerships

The parish priest and assistant parish priest attended special events such as the Welcome Assembly, end of year awards ceremony and Year 6 Graduation. The St John Vianney's Catechism was used to complement our Religious Education program. Students who prepared for Sacraments through parish programs were acknowledged at assemblies and in the school newsletter.

With the easing of COVID-19 restrictions, parents were once again welcomed on-site for various celebrations, including:

- attendance at some school assemblies and liturgies
- celebrations such as book Week, Grandparents Day, Mothers Day and Fathers Day
- parent information night in Term 1 to outline the year's program
- parent/teacher conferences
- parents and friends meetings and fundraising events

Religious Education

During 2022, *Sharing Our Story* syllabus outcomes were used to plan Religious Education lessons from Kindergarten to Year 6. Planning also continued to incorporate an inquiry approach to teaching and learning and teachers developed learning cycles that catered for the readiness of each group. All lessons incorporated The Senses of Scripture.

Our school used a variety of resources for our Religious Education program to provide a solid foundation of knowledge about our Catholic faith. These included:

- *Sharing Our Story* (Parramatta Diocese)
- *Senses of Scripture* (Parramatta Diocese)
- *To Know, Worship and Love* (Sydney Diocese)
- St John Vianney's Parish Catechism (parish resource)
- *Exploring Scripture* kits (Parramatta Diocese)

The liturgical seasons of Lent, Easter, Advent and Christmas were celebrated with specially prepared liturgies.

In 2022 the staff continued to engage in the inquiry process when planning lessons in Religious Education. Teachers were supported by the Acting Religious Education coordinator in developing a scope and sequence of outcomes and content.

Professional Learning of staff in Religious Education

During 2022, the Acting Religious Education Coordinator continued to work alongside teachers to align *Sharing Our Story* outcomes to an inquiry-based approach to the teaching of Religious Education. A scope and sequence was developed for the year which also incorporated the St John Vianney's catechism. Prayer was a major focus of staff professional learning during 2022. The Acting Religious Education Coordinator planned and facilitated professional learning that included:

- reflecting on the 10 Characteristics of Prayer in a catholic School

- developing prayer opportunities for deeper learning within each term's learning cycle
- exploring different perspectives of prayer and the place that prayer has in student learning
- refining the scope & Sequence of Sharing Our Story outcomes for 2023
- developing a deeper understanding of the work of Jesuit Social Services

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

NAPLAN

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2022. 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 and learning 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. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Literacy	100	95	97	74
	Reading	100	96	94	74
	Writing	100	96	100	79
	Spelling	100	92	98	69
	Numeracy	100	95	77	61

NAPLAN RESULTS 2022		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Literacy	99	94	73	62
	Reading	98	95	71	69
	Writing	98	93	74	55
	Spelling	100	94	76	64
	Numeracy	98	95	54	54

Our Year 3 NAPLAN results in Literacy indicated strengths in identifying correct cohesive sentences, complex sentences and errors in multi-syllabic words. Challenges were noted in identifying and interpreting directly stated information in a persuasive text and correct pronoun reference. In Numeracy, strengths were noted in solving word problems, identifying fractions of collections.

Our Year 5 NAPLAN results in Literacy indicated strengths incorrect sentence structure, spelling of common words and identifying the main purpose of a text. Challenges were noted in inferring information and identifying and using complex sentences. In Numeracy, strengths were noted in solving multi-step problems, identifying position and interpreting graphs. Challenges were noted in solving multiplication and division word problems and calculating the area of irregular shapes.

In Year 3 and Year 5, the percentage of children achieving at or above the national minimum standard continues to be higher than the national percentage.

School curriculum

Quality teaching and learning programs were offered in the seven Key Learning Areas.

Additional teaching and learning programs involved:

- students identified with learning difficulties being supported by the Learning Support Team comprised of specialist learning support teachers and learning support teacher assistants
- special art classes being held for our talented students with entries being submitted to the Operation Art competition

- support was also provided for Kindergarten to Year 2 students through daily guided reading groups
- the Extending Mathematical Understanding (EMU) specialist teacher supported students in Year 1
- the reading recovery teacher supported Year 1 students with reading difficulties

The Kindergarten Orientation program included:

- open days
- student orientation visits
- school transition groups where small groups of students had the opportunity to become familiar with school surroundings and routines

The school was involved in many co-curricular activities to provide for the diverse interests and needs of our students and to enrich learning opportunities. The activities that we were able to offer included:

- Premier's Reading Challenge
- Debating - Years 5 and 6
- Kindergarten to Year 6 excursions
- chess competition
- school, zone and diocesan sporting events
- Operation Art
- gardening groups
- ANZAC Day awards submission and remembrance gardens
- Principal's Winter Reading Challenge
- Voice of Youth Speech Contest (Year 6)

Initiatives to promote respect and responsibility

Our *Mission Statement* clearly articulates our values and beliefs which permeate all we do at St John Vianney's Primary School.

Other activities included:

- our *Student Management* and *Feel Safe* and *Pastoral Care* policies aimed to guide the students towards responsible decision making, self control and respect for themselves and everyone in the school community
- School Captains and Student Council members addressed the student body
- Student Council members and Sport Colour Captains attended the GRIP Student Leaders' Day and reported to the school community via the school newsletter
- Year 6 students buddied with a Kindergarten student for the first week of the school year

Professional Learning

Professional learning undertaken by teaching staff included:

- Introduction to the English K-2 Syllabus
- Programming English K-2
- Introduction to the Mathematics K-2 Syllabus
- Programming K-2 Mathematics
- Reading Recovery Training
- Administering the Observation Survey (Reading Recovery)
- WHS Training
- Governance (Principal and Assistant Principal)
- the use of 'think alouds' when teaching Mathematics word problems
- analysis of data to determine 'Where to next?' : Progressive Achievement Tests in Reading (PAT-R); Mathematics Assessment Interview (MAI); student work samples
- Introduction to Autism
- Child Protection
- Privacy
- Mandatory reporting (Risk of Significant Harm)
- administering and analysing running records
- Spelling
- observing guided reading groups

In the latter half of term 2, teachers undertook their own professional inquiry in order to inform their teaching. A broad range of topics were explored including oral language development, differentiating mathematics activities, strategies for teaching comprehension, assessment strategies, furthering understanding of dyslexia, Autism Spectrum Disorder and communication disorders.

School Improvement

Annual school priorities

Priority 1	To develop an understanding and capacity to engage with, lead and spiritually grow through prayer.
Reason for priority 1	The school's <i>Tell Them From Me</i> data indicated that 15% of students in Years 4-6 either disagreed or were neutral about the school providing opportunities to engage in meaningful prayer. Similarly, 17% of those students (and 18% of parents surveyed), either disagreed or were neutral about Religious Education lessons preparing them to respond to important life questions.
Steps taken to achieve priority 1	<ul style="list-style-type: none">▪ developed a scope and sequence of traditional and less-structured prayer aligned to learning cycles▪ enhanced teacher capacity to implement learning activities that expanded student understanding and ability to transfer thinking across learning cycles▪ identified key scripture in each learning cycle to develop deeper theological understanding for greater depth within student prayer▪ developed teaching programs that reflected student engagement in prayer as a key part of the inquiry cycle
Status of priority 1	Achieved

Priority 2	Building reading competence through comprehension.
Reason for priority 2	Over time, the school's average NAPLAN score in Reading in Years 3 and 5 have varied considerably. Although average scores have been above Diocesan and State averages, this is inconsistent. The percentage of students who are at or above expected growth has decreased over time.
Steps taken to achieve priority 2	<ul style="list-style-type: none">▪ implemented strategies used in R3 (Stage 3 instructional reading intervention) as part of regular classroom practice▪ refined literacy block practices (modelled, shared, independent activities and 'think alouds')▪ develop teacher competence and confidence in specific literacy terms and practices
Status of priority 2	Achieved

Projected school priorities

Priority 1	To continue to improve growth in Numeracy between Years 3 and 5.
Reason for Priority 1	<ul style="list-style-type: none"> ▪ Our average score has dropped from 500.7 (2019) to 485 .9 (2022) which is below the NAPLAN State average of 499.1 ▪ Girl's average score has improved from 473.2 (2021) to 488.8 (2022) but remains below the NAPLAN State average ▪ Boy's average score has dropped from 507.9 (2021) to 480.8 (2022) and remains below the NAPLAN State average
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ Explicit teaching of skills, concepts and content and tracking progress against developmental phases for number ▪ Continued use of maths 'Think Alouds' (particularly with two-step word problems) ▪ Teachers to 'unpack' the language of Mathematics during problem-solving using Newman Prompts ▪ Daily focus on mental mathematics ▪ Daily focus on number sense ▪ Differentiated tasks
Priority 2	To enhance the ability of all students to understand Catholic Faith by making connections between Catholic tradition, Catholic teaching and prayer.
Reason for Priority 2	The percentage of students enrolled in the school who identify as being non-Catholic has risen in recent years. We will continue to focus on deep understanding of Sacred Scripture and Catholic tradition. This priority extends the 2022 Formation goal of increased student participation in prayer, based on scripture and Catholic teaching.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ Students name and explain vocabulary specific to Catholic faith ▪ Students identify surface level understandings in their learning cycles as a foundation for deeper and transfer understanding ▪ Students participate in prayer and explain how prayer is connected to specific scripture, Catholic tradition, feast days and sacraments ▪ Students reflect and explain how prayer relates, impacts and enhances their life and faith

Community Satisfaction

Parent satisfaction

During 2022, Catholic Education Diocese of Parramatta engaged The Learning Bar to conduct an online survey – Tell Them From Me (TTFM) to provide feedback from parents, students and staff about our school.

The TTFM data indicated a number of positive trends that emerged from the parent survey.

The main points that emerged showed that parents:

- saw the Catholic culture of the school contributing to the faith development of their children, especially through engaging in experiences of prayer and liturgy
- felt welcomed and that there was a clear two-way communication (particularly written communication) between the school and home
- felt the school provided a safe and inclusive environment, promoting positive behaviours
- that children felt safe going to school
- felt that teachers helped students develop positive relationships
- felt that the school was focused on quality teaching and learning and this learning was supported in the home
- felt that children were encouraged to do well
- were overwhelmingly positive about how the school managed remote learning during COVID

Parent participation in school celebrations has increased markedly with the easing of COVID restrictions during 2022.

Student satisfaction

Through the 2022 TTFM survey, student responses indicated that:

- students felt safe at school and connected to the school community
- students were socially engaged and actively involved in the life of the school, particularly in sport and other extra-curricular activities
- students were interested and motivated to learn - valuing schooling outcomes
- classroom instruction was well-organised and with a clear purpose
- students experienced positive teacher-student relations, receiving quality instruction with high expectations for success
- student behaviour was positive and that there were clear expectations regarding behaviour
- teachers were responsive to their learning needs
- important concepts are taught well and their learning is rigorous

Students also indicated overwhelmingly that the school kept them safe during COVID-19 and that they had adequate access to materials and support during remote learning. Students also felt that they could achieve well during the transition back to school from remote learning.

Teacher satisfaction

The 2022 TTFM data collected showed that staff:

- were integral to the Catholic identity of the school and felt the school supported their teaching of Religious Education and understanding of the Catholic faith
- acknowledged that there was strong, supportive leadership, especially during stressful times
- were committed to developing parent partnerships through open and honest communication
- provided a positive learning culture - setting high expectations for student learning, providing a range of effective teaching strategies to meet the learning needs of the students and quality feedback that guided the next steps for learning
- used interactive technology as a mode for communication and new learning opportunities
- were continuing to engage in processes to further develop their professional learning
- valued the opportunities that were provided to collaborate with colleagues

Student Profile

Enrolment Policy

St John Vianney's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment can be obtained from the school office or can be accessed on the school's website showing the [CEDP Enrolment Policy, Procedures and Guidelines](#). The enrolment policy can be located on the school website under '**ABOUT US**' on the '**Policies and Procedures**' page under the '**Enrolment**' category.

Current and previous years' student enrolment

Year	Boys	Girls	Total
2020	168	208	376
2021	180	196	376
2022	190	184	374

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Kindergarten	90
Year 1	89
Year 2	90
Year 3	91
Year 4	89
Year 5	91
Year 6	90
School Average	90

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	278
Students with disabilities (SWD)	97
Indigenous	5

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student wellbeing

Student wellbeing, discipline and anti-bullying policies and pastoral care

Our school has developed a highly effective *Student Wellbeing and Feel Safe* policy which was revised in 2019. This policy encouraged and affirmed positive behaviour in students. The program was supported by the principles of procedural fairness and natural justice. The school expressly forbids the use of corporal punishment.

The policy was supported by:

- the *Anti-Bullying and Pastoral Care* policies
- school rules
- classroom codes of conduct established with students at start of the year
- recognition for positive behaviour and response to inappropriate behaviour
- weekly merit awards
- Student of the Term awards
- Buddies - Year 6 and Kindergarten

The *Student Wellbeing and Feel Safe* policy is available on the school's website.

The *Anti-Bullying and Pastoral Care* policies were unchanged in 2022.

Complaints and grievances policy

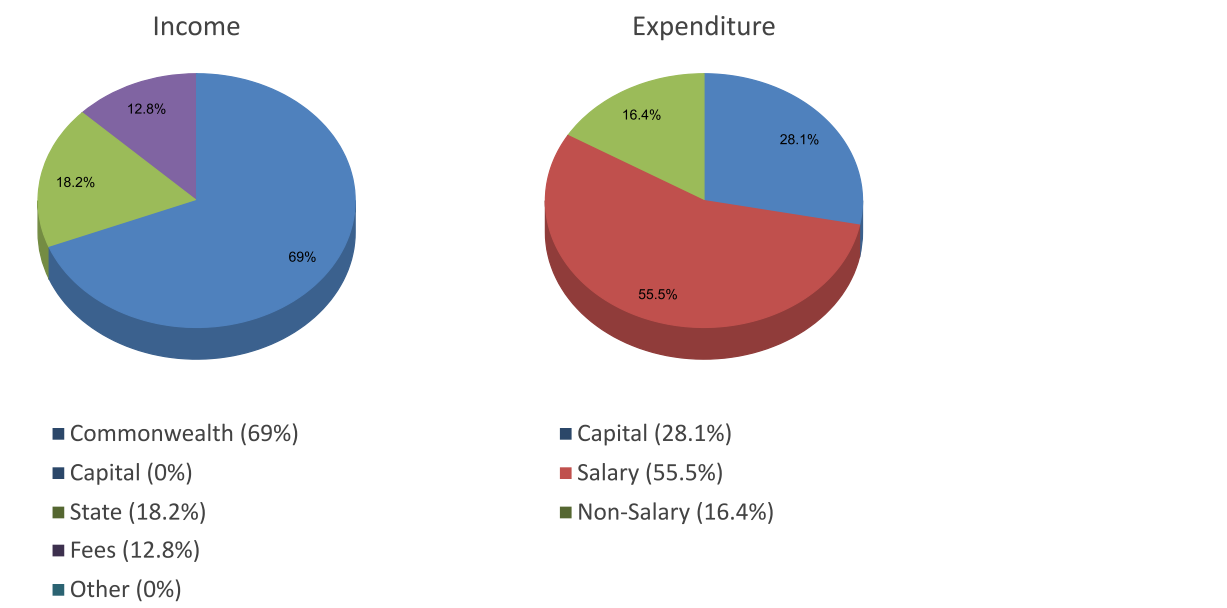
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Office, Parramatta Diocese (CEDP) *Managing Complaints* policy.

A copy of the school policy is available from the School Office or is available on the CEDP website: (Located under Catholic School Community / Managing Complaints Policy)

<https://www.parra.catholic.edu.au/about/our-strategy-and-policies/policy-central>

There were no changes to the policy during 2022.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$3,685,568	Capital Expenditure ⁶	\$1,934,991
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$3,821,438
State Recurrent Grants ³	\$971,566	Non-Salary Expenses ⁸	\$1,130,979
Fees and Private Income ⁴	\$685,422	Total Expenditure	\$6,887,408
Other Capital Income ⁵	\$0		
Total Income	\$5,507,979		

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.