

# 2024

## ANNUAL SCHOOL REPORT



### **St Patrick's Catholic Primary School**

1 Royston Parade, ASQUITH 2077

Principal: Mr Todd Vane-Tempest

Web: [www.stpat.nsw.edu.au](http://www.stpat.nsw.edu.au)

## About this report

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St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

St Patrick's Catholic School is part of the Catholic school system in the Diocese of Broken Bay, led by Bishop Anthony Randazzo. Our school is committed to providing a welcoming and loving community that supports each family's presence. Our mission is to offer students and the community opportunities to know Christ, foster a love for learning, and help everyone discover and utilise their talents to reach their full potential. We achieve this by delivering a genuine, professional Catholic education with care and compassion.

As a smaller school, each child is known, valued, and cared for by our teachers and the school community. We recognise that each student is unique, and we strive to teach towards their individual characteristics. We are proud of our commitment to the children's learning and encourage them to develop independence by taking responsibility for their own learning in an environment of support, nurturing, and partnership between teachers and parents.

Teacher professional development remains a priority for us. We continue to implement our collaborative coaching model, allowing teachers to engage in additional professional learning with a dedicated literacy coach, particularly focusing on written language, to enhance student growth and improvement. This year also saw significant professional learning for teachers to meet the demands of the new English and Maths curriculums for our K-6 students.

### Parent Body Message

St Patrick's Parents and Friends (P&F) provides valuable support and contribution to the school and the community. The work of the P&F directly supports the goals of the school and seeks to engage parents in their child's learning and encourage parent engagement with the life of the school. The P&F achieves this through the volunteer work of its Class Parents and subcommittees; the organisation of events and gatherings of parents; involvement with the Catholic Schools Broken Bay Diocesan Parent Council and arranging fundraising activities which support the learning activities of the school.

Our P&F also arranged events such as our annual Welcome BBQ, Mother's Day and Father's Day breakfasts and arranged hospitality for our Grandparents and School Discos. The resulting funds supported the school's purchase of resources for our wellbeing program Life Skills Go. Our P&F organises our Canteen and our Second-Hand Uniform Shop and our volunteers provide a very helpful source of support for our Open Days, playgroups, sporting activities and excursions. We rely on parent volunteers to keep these resources and activities available in our school.

Finally, the P&F provided feedback and advice in relation to decision making to the school principal and the leadership team across the year as the need arose and via its termly meetings which are open to all parents and carers of the community.

### **Student Body Message**

During 2024, St. Patrick's students enjoyed school routines, including assemblies, carnivals, religious celebrations, and excursions. The school carnivals were highly successful, providing a platform for our top athletes to represent the school at higher levels. Older students participated in numerous sporting gala days with other Catholic primary schools in the region.

Excursions were a highlight, with each grade participating enthusiastically. Stage 3 students had the exciting opportunity to travel to Bathurst for a three-day excursion. In 2024, the school offered many opportunities for gifted and talented students to showcase their skills in art and STEM subjects. Selected students participated in the University of NSW ICAS Assessments, writing competitions, the Prime Minister's Spelling Bee Initiative, and were recognised for outstanding artworks displayed throughout the school.

Our school offers a wide range of extracurricular activities, including Let's do Lunch, coding, choir, ukulele, environmental team, chess and Mercy Action Group (MAG), fostering imagination, creativity, and collaboration. Year 6 students have the opportunity to take on leadership roles, with school captains and vice captains leading assemblies and assisting teachers with various events. Sport captains ensure the safety and enjoyment of students during sports carnivals, promoting teamwork and leadership.

Each class from Years 2-6 have the opportunity to contribute to the life of the school via its Student Representative Council (SRC) nominee. The SRC meets with the SRC Teachers during the school year to discuss ideas and initiatives; give feedback on proposed ideas or plans or suggest improvements that can be made to the life of our school.

## School Features

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St Patrick's Catholic Primary School Asquith is a Catholic systemic co-educational school. St Patrick's Catholic School was established by the Sisters of Mercy in 1958 and continues to have a close connection with the order and its charism. The school caters for students from Kindergarten to Year 6 (K-6) across nine classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The school enjoys an excellent reputation as a community with high quality learning and teaching practices where students are encouraged to take responsibility for their own learning in an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in our community so that each may contribute to building a better world. The school is fortunate to be situated on the same site as St Patrick's Parish Church which enables close links between the Parish School and Parish Community. Classes, Year Groups, Stage Groups and Whole School Groups are able to utilise the Parish Church in terms of Worship and Prayer Life in a most convenient, practicable and accessible way.

We highly value the important role of parents and carers have in our school community and we continue to work in partnership with them to ensure we are educating faith-filled, capable learners. We are proud of our commitment to the children's learning. We encourage our children to develop independence by taking responsibility for their own learning in an environment of support, nurturing and partnership between the teachers and parents. We recognise that each student is different, and as we come to know them well, we seek to teach towards their unique characteristics.

P&F team along with the parent community had many opportunities to hold events and gather at school regularly. Events included Welcome BBQ, social events for Mothers and Sons and for Dads and Daughters, Mother's Day, Father's Day and Grandparent's Day as well as the regular P&F Meetings.

We are fortunate to have undertaken classroom renovations that bring our learning environments up to date with current class design and educational standards. These improvements not only enhance the aesthetic appeal of our classrooms but also create a more conducive atmosphere for learning. Modernised spaces allow for greater flexibility in teaching methods, fostering collaboration, creativity, and engagement among students. With these renovations, we are better equipped to support our students' academic growth and personal development, ensuring they have the best possible environment to thrive and succeed.

## Student Profile

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 126   | 110  | 131    | 236            |

\* 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 2024 was 91.50%. 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 |
| 92.20                          | 92.00  | 91.90  | 92.30  | 91.60  | 91.10  | 89.70  |

## 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 19 |
| Number of full time teaching staff | 11 |
| Number of part time teaching staff | 8  |
| Number of non-teaching staff       | 3  |

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.



## Catholic Identity and Mission

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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 [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

As a Catholic school founded in the Mercy tradition, under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need.

For a number of years, we have supported 'The Dish' (an outreach initiative supporting the needy with meals in our local area), Caritas through Project Compassion and Catholic Mission. Hampers of food and warm clothing were assembled for St Vincent De Paul Winter Appeal and again at Christmas to be distributed by our local St Vincent De Paul chapter. These initiatives were driven by our passionate Mercy Action Group, Year 5 and 6 students who lead the school to raise funds and awareness about these charities.

Throughout the school year, we acknowledged key liturgical celebrations beginning with an opening school Mass, where our new leadership team were initiated and received their badges. We celebrated key liturgical celebrations with masses for Ash Wednesday, St

Patrick's Day and Easter. Whilst whole school liturgies for Mother's Day, ANZAC day, Father's Day, Grandparent's Day allowed the community to gather and celebrate in prayer.

In 2024, Stage 3 teachers joined Kindergarten and Stage 1 teachers in implementing the 'Broken Bay Religious Education Curriculum', based upon a pedagogy of accompaniment, encounter and transformation, which through story telling invites students to deepen their knowledge and spiritual understandings of Jesus's life.

Our Year 5 students participated in a reflection day with the Sisters of Mercy on the theme of leadership as part of their preparation for becoming school leaders. Year 6's reflection day was held in partnership with the Youth Ministry team at St Leo's on the theme of Friendship.

Students from Early Stage 1 to Stage 3 had the opportunity to enter The Religious Creative Art Prize organised by Broken Bay Diocese with many commendable entries as well as the Bishop's Christmas Card competition.

Staff spirituality formation was a collaborative day with neighbouring Catholic schools, led by Father Richard Leonard on the theme of Catholic Identity in a media saturated culture. Staff also participated in a number of professional learning opportunities to develop understanding of the new Broken Bay Religious Education Curriculum.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (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.

In 2024, our school maintained a strong focus on enhancing students' writing skills through the continuation of Collaborative Coaching for all classroom teachers. We concentrated on consolidating existing initiatives, embedding new curriculums, and implementing programs that support and enhance student learning. This involved staff adopting consistent practices across the school, particularly in Literacy. Collaborative staff meetings and twilight sessions were held to support teacher professional learning, involving phases of analysis, planning, action, and review by teachers and school leadership. These cycles were crucial in embedding literacy strategies across classrooms.

A key component of our approach was the implementation of the evidence-based InitialLit program, designed to provide essential core knowledge and strong foundations in phonics, vocabulary, and comprehension for Kinder, Year 1, and Year 2 students. The program aligns with the NSW K-2 English Syllabus and spans four terms, offering an engaging approach to teaching reading and related skills. Teachers used the InitialLit program to systematically and explicitly teach the basic alphabetic code, letter-sound correspondences, common morphemes, and simple grammatical concepts. In 2024, we also introduced SpellEx for Years 3 and 4, a comprehensive spelling program aimed at developing a deep understanding of the English spelling system through a language-based approach focusing on phonology, orthography, and morphology.

Our Diverse Learning Team collaborated with teachers and parents to provide guidance and assistance for students with learning disabilities, using class-based interventions and small group instruction to build foundational literacy and social/emotional skills.

The school offers a comprehensive education program with particular attention to Creative Arts and Sport. Our Physical Education teacher provides varied programs and opportunities for students to participate in sporting events beyond the school. Music and band teachers offer students the chance to develop their musical knowledge and perform for wider audiences.

Our dedicated teachers are committed to the wellbeing and academic achievement of all students. To ensure we meet the needs of every student, we conduct weekly student review meetings where staff analyse data, focus on specific students, identify trends, and set goals for future teaching and learning.

## 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.

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 Patrick's Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|---|-----------|
|                     |                         | School  | Australia |
| Year 3              | Grammar and Punctuation | 69%   | 54%       |
|                     | Reading                 | 86%   | 66%       |
|                     | Writing                 | 83%   | 77%       |
|                     | Spelling                | 76%   | 61%       |
|                     | Numeracy                | 72%   | 63%       |

| NAPLAN RESULTS 2024 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|---|-----------|
|                     |                         | School  | Australia |
| Year 5              | Grammar and Punctuation | 83%   | 65%       |
|                     | Reading                 | 69%   | 71%       |
|                     | Writing                 | 79%   | 67%       |
|                     | Spelling                | 77%   | 68%       |
|                     | Numeracy                | 80%   | 68%       |

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

### **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 2024 to reflect new system processes.



## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, 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

St Patrick's is fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child.

The staff at St Patrick's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education. Parents demonstrated their engagement in school life through attendance to parent/teacher meetings and P&F meetings. St Patrick's Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Parent engagement in school events was very much appreciated and we experienced a strong response when the time came to returning to giving their time to support classrooms, sports carnivals, excursions, the second-hand uniform shop and canteen.

General parent feedback indicates they were pleased by the commitment and professionalism of the school staff and the quality of education and service provided to the school community.

### Student satisfaction

The students of St Patrick's expressed satisfaction with their experience at school during the past year. There were opportunities for leadership and engagement through our Student Representative Council, our Year 6 Leadership Teams and through engaging experience such as Mission Day; through special liturgies and celebrations and through our end of year Christmas celebration. The students appreciate the extra curricula activities offered by the school, especially at lunch times.

Engaging students in the life of the school is something that is valued. Students feel a sense of belonging and welcome as a result. Students also appreciated the opportunity to participate in the Life Skills Go program which had teachers checking in with pupil wellbeing on a regular weekly basis. As a result of the collected data, teachers were able to respond quickly to group or individual student feelings about how ready to learn they were. Students

reported appreciating being taught friendship and conflict resolution skills through our Peer Support Program and Positive Behaviours for Learning(PBL) model.

### **Teacher satisfaction**

Staff are consistently consulted on various aspects of the school and prior to the introduction of new initiatives. They were invited to share their thoughts on the most valued aspects of the school. The most frequently mentioned aspects included: a strong sense of community within relationships with families and the Parish; professional learning opportunities for all staff, particularly the consolidation of new syllabuses and the development of behaviour management strategies with a focus on wellbeing.

The Collaborative Coaching initiative has been a standout success for teacher professional learning and successful advancing of student learning. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal.

A number of staff were given the opportunity to participate in the CSBB Middle Leaders Program, expanding opportunities for staff to take on leadership at the school.

The teacher feedback about their experiences indicated a positive response, with teachers feeling well supported in their work and professional learning opportunities.

## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2024          |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2,427,662        |
| Government Capital Grants <sup>2</sup>     | \$870,512          |
| State Recurrent Grants <sup>3</sup>        | \$639,103          |
| Fees and Private Income <sup>4</sup>       | \$1,008,313        |
| Interest Subsidy Grants                    | \$0                |
| Other Capital Income <sup>5</sup>          | \$168              |
| <b>Total Income</b>                        | <b>\$4,945,760</b> |

| Recurrent and Capital Expenditure 2024     |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$6,889,609         |
| Salaries and Related Expenses <sup>7</sup> | \$3,331,611         |
| Non-Salary Expenses <sup>8</sup>           | \$1,104,874         |
| <b>Total Expenditure</b>                   | <b>\$11,326,095</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT