

# 2024

## ANNUAL SCHOOL REPORT



### **St Rose Catholic Primary School**

8 Rose Avenue, COLLAROY PLATEAU 2097

Principal: Fiona Ngamu

Web: [www.srcpdbb.catholic.edu.au](http://www.srcpdbb.catholic.edu.au)

## About this report

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St Rose 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

The 2024 Annual School Report for St Rose Catholic Primary School aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. St Rose Catholic School is a community of faith.

As Principal of St Rose Collaroy Catholic Primary School, I am very proud and honoured to work alongside the highly dedicated and innovative staff, committed parents, respectful students and inclusive parish, all of whom enhance, inspire and support this brilliant learning community.

2024 has been a year of embedding and visioning for the future. A year to further develop new teaching and learning processes and practices, alongside the curriculum reform implementation. Our focus was to embed the St Rose Core Values of Respect, Compassion, Justice, and Service, whilst developing life-long learners actively engaged in learning that develops critical thinking skills, collaboration and creative problem solving in a Catholic school environment.

The integration of the St Rose Core Values—Respect, Compassion, Justice, and Service—within the learning process was particularly powerful. These values not only shape students' academic experiences but also influence their moral and social development, helping to create well-rounded individuals who understand their role in the larger community. The school-wide U R Strong wellbeing program was introduced to our parent community, through a family workshop, to ensure our parent community continued to work in partnership with the school.

Differentiated programming with the use of technology, independent learning and initiative ensured every student thrived and reached their potential and beyond. Our families continued to support their children, working alongside the teaching staff and parish community to provide a nourishing learning platform that developed real-life learning skills.

St Rose also continued to implement the new NSW English, Mathematics and CSBB Religious Education curriculums into our K-6 teaching and learning programs. The new curriculum reform in English and Mathematics will bring about several key benefits for both students and educators.

Some of the potential advantages include:

1. Alignment with Real-World Skills

2. Strengthening Critical Thinking and Problem Solving
3. Enhanced Collaboration and Communication
4. Personalised and Differentiated Learning
5. Development of Lifelong Learners
6. Integration of Technology and Digital Literacy
7. Enhanced Teacher Professional Development.

### **Parent Body Message**

Parent 2024 CSBB Principal survey feedback from the parent community, showcasing the principal's strong leadership, commitment to faith, and ability to foster a supportive, high-expectation environment for both students and families.

#### **1. Faith and Community:**

- *"The principal witnesses to the faith of the community in both words and actions" (9.29/10)*
- *"The principal helps build a culture where students, families, and staff come to know Christ and grow in their faith" (9.31/10)*

#### **2. Culture of High Expectations:**

- *"The principal helps create a culture of high expectations for student learning" (9.34/10)*

#### **3. Safe and Effective Learning Environment:**

- *"The principal provides an effective and safe learning environment" (9.46/10)*

#### **4. Collaboration and Community Building:**

- *"The principal builds a successful school through effective collaboration with school boards, governing bodies, parents, and others" (9.31/10)*

#### **5. Positive Relationships and Partnerships:**

- *"The principal develops and maintains positive partnerships with students, families, and carers" (9.40/10)*
- *"The principal displays a trusting and respectful disposition towards others" (9.40/10)*

## **6. Parent Engagement:**

- *"The principal provides meaningful opportunities for parents and carers to engage in the life of the school" (9.46/10)*

## **7. Support for Families Facing Challenges:**

- *"The principal recognises and supports the needs of students, families, and carers facing complex challenges" (9.49/10)*

The consistently high ratings indicate deep appreciation of the principal's efforts and leadership, reflecting trust in the direction of the school.

## **Student Body Message**

Student leaders were surveyed about the opportunities they were engaged in this year.

The following summarises their comments -

### **In the area of the Curriculum:**

- Maths Challenge groups
- Extension English groups
- School Cluster extension programs
- STEAM using 'Little Bits'
- Inter-school Debating
- Whole school and inter-school Public Speaking
- Canberra Stage 3 Excursion
- ICAS Competitions
- Excursions to the Zoo, The Rocks, The Historic School House and Botanical Gardens
- Claymation
- LEGO Masters
- Music tuition, Performance and Training Bands, and School Choir
- AFL, NRL, Basketball, Soccer and Cricket specialist clinics
- Inter-school Gala Days

- Lunchtime teachers verse Year 6 netball games

**In the area of Mission:**

- Year 6 Leadership Day
- Sacrament of Reconciliation
- Sacrament of Confirmation
- Sacrament of First Communion
- Lent and Advent Christmas Liturgy
- Year 6 Spirituality and Reflection Day
- Fundraising for charities Caritas and Project Compassion (Eg: St Partick's Day, Socktober)
- Mini Vinnies outreach

**In the area of Student Wellbeing:**

- Martial Arts
- Meditation
- UR STRONG friendship program
- Lunch Clubs - Chess, Library, STEAM, Games, Garden, Tech, Visual Arts, Dance
- Peer Support Buddy program
- Swimming Carnival
- Athletics Carnival
- 'Dis-glow' Disco
- Christmas Carols Concert
- Book Week
- St Rose Has Got Talent

## School Features

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St Rose Catholic Primary School Collaroy Plateau is a Catholic systemic co-educational school. The school is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O'Grady founded the school in a small house with one Kindergarten class and enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed Principal took office. By 1976 the school was fully operational with seven classes from Kindergarten to Year 6. Coupled with the commitment to and recognition of a vibrant learning environment, the school is a well-maintained modern site.

The facilities include administration offices, staff rooms, library, hall, toilet block, canteen, undercroft area and resource rooms. All outdoor areas are surfaced for play and landscaped. Classrooms have air conditioning and interactive whiteboards. The school has a large water tank servicing the toilet block and flower and vegetable garden. A variety of cocurricular activities such as band, choir, chess, Peer Support, Rock and Water program, meditation, music, instrument tuition, dance, drama, and martial arts are offered.

Currently, the School has a healthy enrolment of nine classes with students from families within the Parish. The school has no history of religious staff. However, there has always been tremendous support from the parish, clergy, and parishioners. Unique to the School is the Transition to High School program that prepares the school's 'seniors' in a quasi-high school setting, using strategies to develop independence and responsibility. The kindergarten orientation program is also a thorough, authentic transition for our 'Rosebuds' entering primary school the following year.

Curriculum reforms are deliberate adjustments made to the current framework of education in order to address new issues, encourage creativity, and meet the demands of a changing global society. This approach encourages critical thinking, creativity, and problem-solving, which are essential skills for the modern world.

St Rose prides itself on offering opportunities through an inclusive approach to students who have diverse learning needs. Enrichment and differentiated learning opportunities are embedded in teaching programs that meet the individual needs of all students to foster new experiences.

The Parent Engagement Network (PEN) engages with the school, collaborating to support student learning and fostering a positive school community. The school motto, 'Constant and True' is core to our way of being and doing, reflecting a pursuit of excellence in learning, commitment to faith and service to others.

## 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
118	94	74	212

\* 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 91.90%. 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
94.50	91.70	92.30	90.70	90.30	91.60	91.30



## 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	17
Number of full time teaching staff	10
Number of part time teaching staff	7
Number of non-teaching staff	4

### 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.

In 2024, the school's focus was to support the implementation of the new CSBB K-2 RE Curriculum and for all staff members and kindergarten parents to be introduced and familiarise themselves with the new curriculum.

The new curriculum has been established by CSBB achieve the Towards 2025 Goal no.2 'We will accompany students, families and staff to know Christ and to grow in faith.' According to Bishop Anthony Randazzo, the aim is to have a new RE Curriculum for Broken Bay to support students to 'fall in love with Jesus'.

This new approach of teaching Religious Education in K-2 is grounded in a Montessorian methodology and has been adapted from Gerard O'Shea's 'Educating in Christ' handbook. The curriculum focuses on all students developing a strong relationship with God, through hands on, sensory and tactile experiences.

Throughout the year, our teaching staff participated in ongoing, intensive professional learning led by CSBB. Kindergarten to Year 2 students had the opportunity to listen to and observe Bible Stories being told through words, figurines and actions – historically known as ‘Godly Play’. They developed a sense of belonging to our Catholic Culture through learning about our Catholic traditions and rituals and they built a stronger relationship with God.

In 2024, students, staff and families gave witness to their Catholic identity in various ways. Families and staff attended whole school Masses and liturgies. K-2 children attended weekly Parish Masses in Term 3 for the first time, complementing their rich learning in the new Religion Syllabus. Stage 2 students were involved in the Sacramental program in our Lakes Parish and in neighbouring parishes.

The school continued to build strong partnerships with the Parish, the local Northern Beaches community and the broader community. The school community returned to attending the ANZAC Day dawn service at the RSL War Vets on Collaroy Plateau. The school implemented a range of social justice initiatives through their ‘Mini Vinnies’ (Social Justice team), supporting organisations such as St Vincent de Paul, Caritas Australia and Catholic Mission. Stage 3 students supported ‘Wondersoft’, making sandwiches for the homeless. Stage 2 students supported a school in Cambodia selling products to students supplied by fellow CSBB principal Kirsty Thorpe.

The staff participated in a Faith Formation Day run by the REC at Mary Mackillop North Sydney and the executive staff participated in a CSBB led Faith Formation program that runs for two years. This formation will be completed in 2025. Our principal Fiona Ngamu will be engaged in the CSBB system leaders’ pilgrimage to Poland/Italy in October 2025.

## 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.

Explicit instruction and understanding cognitive load continued to be a focus, increasing understanding of effective systematic, direct and structured teaching strategies. Students were taught with clear and precise explanation of concepts, skills were modelled, and regular feedback was given to ensure that students understand and master the material being taught. Teachers continued to scaffold learning effectively, to ensure students gradually built their understanding and proficiency.

Collaborative Coaching continued. In Semester 1, the focus was on improving writing across all KLAs using a teaching strategy called the Hochman method of writing using 'The Writing Revolution' resource. In Semester 2, the Hochman method was introduced to other key learning areas. A maintenance focus on fluency in Reading continued.

The Diverse Learning team provided targeted interventions and support for all students. This ensured all students received the support and extension needed to succeed. The Diverse Learning coordinator worked with teachers to set SMART goals and track student improvement.

Offering opportunities for enrichment such as Mathematics and Writing extension groups, Public Speaking competitions, Research and STEM groups, supports our commitment to providing a well-rounded education that ensures every student can be the very best they can be.

St Rose invested in an assessment platform supporting the new Australian Curriculum, called 'Essential Assessment', to assist with a whole school improvement model, providing summative and formative assessments in English and Mathematics. This excellent program supports the school to deliver a consistent differentiated approach to Numeracy and Literacy teaching, learning, assessment and curriculum.

St. Rose continues to focus on fostering both academic achievement and personal growth for its students. We demonstrated continued growth and improvement for both English and Mathematics through data gathered from NAPLAN data and trends, PAT testing, literacy assessment platforms, such as Decodable Readers Australia and the Soundwaves program.

## 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 Rose 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	88%	54%
	Reading	94%	66%
	Writing	97%	77%
	Spelling	75%	61%
	Numeracy	78%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	87%	65%
	Reading	100%	71%
	Writing	100%	67%
	Spelling	83%	68%
	Numeracy	96%	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

Feedback from the parent community strongly indicated that parents:

- Feel welcomed
- Were informed
- Believe the school supports their child's learning and positive behaviour
- Were able to talk to teachers
- Attended meetings and school events
- Supported learning at home
- Were satisfied with the amount of Homework assigned
- Felt the school was safe and inclusive
- Felt their child was included and treated fairly
- Were encouraged to participate in school liturgies, prayer and parish
- Acknowledged the strong prayer and faith life of the school
- Recognised the development of positive core values and beliefs throughout the school community
- Would highly recommend the school to a friend or colleague

### Student satisfaction

The school surveyed students in Years 5 to 6. The key areas of focus were Social-Emotional outcomes and drivers of student outcomes.

Data from the feedback session strongly indicated students:

- With a positive sense of belonging

- With positive relationships that value schooling outcomes
- With positive behaviour at school and faith life relevance
- Who are interested and motivated
- Try hard to succeed
- Valued the school's effective learning time, relevance, rigour, safety, positive teacher student relationships, learning climate and expectations of success
- Strong faith values, relationship with God, prayer and liturgy, social justice initiatives
- Felt safe attending this school

### **Teacher satisfaction**

The school surveyed the staff. Data from the feedback provided and discussion strongly indicated strengths in drivers of student learning which focused on:

- Parent involvement
- An inclusive school
- Balanced focus on student wellbeing and academic achievement
- Technology
- Teaching strategies
- Data-informed practice
- A learning culture
- Respectful workplace and community
- Professional learning opportunities for growth
- Collaboration
- Shared leadership

## 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>	\$2,129,308
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$489,424
Fees and Private Income <sup>4</sup>	\$1,004,167
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$151
<b>Total Income</b>	<b>\$3,623,051</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$111,760
Salaries and Related Expenses <sup>7</sup>	\$3,021,064
Non-Salary Expenses <sup>8</sup>	\$864,923
<b>Total Expenditure</b>	<b>\$3,997,748</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