



CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Ms Anna Marsella

Web: www.skmvdbb.catholic.edu.au

About this report

St Kieran'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

Principal's Message

At St Kieran's, we are committed to recognising and celebrating the diverse abilities of every child—academic, social, emotional, creative, spiritual, and physical. We nurture a sense of wonder, curiosity, and passion for lifelong learning. Our mission, embodied in the motto "To Learn and To Love," is to provide a high-quality education grounded in faith. As a dedicated learning community, we collaborate closely with the parish, parents, and staff to create opportunities that enable each child to reach their full potential.

Our School Improvement Plan is thoughtfully designed with strategic goals to implement differentiated learning programs tailored to the needs of all students. Teachers continue their work with the new English, Mathematics, and Religious Education curriculum, ensuring a dynamic and engaging learning environment. Professional learning is a cornerstone of our approach, with continuous upskilling and knowledge-sharing among educators. A key strategy is collaborative coaching, providing teachers with ongoing opportunities to refine their skills and practice. I sincerely appreciate our dedicated teachers for their commitment to enhancing student outcomes through these weekly collaborative coaching sessions and ongoing commitment to professional learning.

I would also like to extend my gratitude to our parish priest, Fr Michael Belonio, as well as the parents, staff, and students who work together to make St Kieran's a thriving Catholic educational community. We take great pride in our vibrant school, where respect, collaboration, and partnership create a strong and connected learning and faith environment.

Parent Body Message

The St Kieran's Parents & Friends (P&F) Association has continued to play a vital role in strengthening community connections and enhancing the learning environment throughout 2024. Building on the success of the past year, the P&F focused on creating opportunities for engagement, fundraising, and celebration across the school.

In 2024, major fundraising events such as the Election Day BBQ and cake stall as well as the St Kieran's bi-annual Gala night were met with enthusiastic support. These initiatives raised significant funds, which were directed towards: Completion of Stage 2 of the playground redevelopment, expansion of STEM equipment and learning resources, improvements to classroom environments and outdoor spaces.

These enhancements have directly contributed to enriching the educational experience of our students.

Throughout the year, the P&F coordinated and supported a range of community events, which fostered connection among families, staff, and the wider parish. These included: Welcome Drinks to commence the school year, Mother's Day and Father's Day celebrations, Grandparents' Day, School Disco and Christmas Carols. These events played a key role in nurturing a sense of belonging and inclusion within our school community.

As we move further into 2025, the P&F remains committed to supporting the school's strategic goals. Planning is underway for new initiatives including wellbeing programs, additional learning support resources, and continued investment in outdoor play and learning spaces. The P&F will also continue to explore new ways to engage families and celebrate our vibrant school culture.

The P&F sincerely thanks all parents, staff, and community members who volunteered their time, energy, and expertise throughout the year. Your support continues to make a lasting impact on the life of St Kieran's School.

Student Body Message

As students at St Kieran's, we deeply appreciate the opportunities we have to grow and learn. All Year 6 students take on leadership roles, working in teams guided and mentored by teachers who help us develop valuable leadership skills.

Our Student Representative Council (SRC), made up of students from Years 3 to 6, plays a vital role in shaping our school. We have the chance to voice our ideas and implement changes that enhance our learning environment. Every student's opinion is valued at St Kieran's, and our contributions including selecting new playground equipment, Fun Days, Lunch time Clubs and general input into decisions make play and learning fun for students.

Beyond our school grounds, we are passionate about supporting those in need. We raise awareness for important causes and take part in outreach projects that allow us to make a positive impact in our community. One of the most rewarding experiences is being buddies to kindergarten students, helping them feel welcome and settled in their new school environment.

At St Kieran's, we help develop a supportive and joyful atmosphere where students get along, teachers genuinely care for us, and learning is fun and meaningful. We are proud to be part of a school that values kindness, collaboration, and personal growth.

School Features

St Kieran's provides a nurturing and dynamic learning environment for boys and girls from Kindergarten to Year 6. Our classrooms undergo regular upgrades and refurbishment to ensure modern, engaging, and technology-equipped spaces that enhance student learning.

Community engagement remains a priority at St Kieran's, supported by the dedicated P&F committee, which organises social and fundraising events. The Welcome Cocktail evening set a warm and inviting tone for the year, bringing parents together in friendship. Events such as Mother's and Father's Day breakfasts, Grandparents' Day, Book Week, and Fun Day were enthusiastically embraced by our school community. Fundraising efforts enabled the purchase of new student resources, including books and playground equipment. Parent education played a key role in literacy development, with training sessions for parent volunteers assisting in Kindergarten and Year 1 reading programs. Additionally, families participated in an online student safety workshop led by a psychologist and expert in the field. Regular Open Classroom visits provided parents valuable insights into students' learning experiences. The School Advisory Team offers collective wisdom to support the principal in enhancing the school mission.

Sporting excellence is celebrated at St Kieran's, with athletics and swimming carnivals offering students a chance to showcase their abilities. Opportunities for public speaking and debating, including participation in the Bear Pit competition, helped students build confidence and communication skills. Our extracurricular offerings—such as Yoga, Song Club, Robotics Coding, Keyboard and Drama encouraged students to explore their interests and passions. Academic achievement was also recognized through ICAS competitions in English and Mathematics.

Supporting student transitions is central to our approach. Our structured Kindergarten orientation program ensures a smooth and confident start for young learners, while the Year 6 Student Leadership program and buddy system equip students with the skills they need for secondary education and beyond. Family Masses held throughout the year foster a strong connection between the parish and school, with sausage sizzle or pizza hospitality after Mass. The Parent Engagement Coordinator's role further strengthened relationships between families, parish, and school.

One of the year's most exciting highlights was the School Musical, performed by Stage 3 students. This event was a wonderful showcase of talent and creativity, bringing the entire community together in celebration.

Through a spirit of welcome, generosity, and collaboration, 2024 was another outstanding year at St Kieran's. Our school continues to grow, evolve, and thrive as a vibrant and committed community.

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
74	82	20	156

* 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
93.20	91.90	92.50	90.10	92.20	90.00	91.40

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

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	15
Number of full time teaching staff	11
Number of part time teaching staff	4
Number of non-teaching staff	2

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

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.

Catholic Identity and Mission is visible in our classroom practices, liturgical celebrations and connections with the parish. Our goal for 2024 was to continue to strengthen, revitalise and promote Catholic identity within our St Kieran's community.

Supported by our Parish Priests from the Order of St Augustine, students at St Kieran's and their families participated in several liturgical celebrations throughout the year. The priests preside over school liturgical celebrations and visit classrooms to enhance the teaching of Religious Education (RE) by sharing their wisdom.

The teaching of RE is facilitated by programs developed by Catholic Schools Broken Bay (CSBB). In 2024, Early Stage 1 and Stage 1 continued the new RE curriculum. These year levels are now established with the new pedagogy and make use of our designated RE room. Stage 3 implemented the second set of units from the new 3-6 syllabus. All ES1 and S1 teachers continue to be supported by CSBB staff in delivery of the program. The REC

and Stage 2 teacher for 2025 attended a professional learning day in preparation for the implementation of the Stage 2 curriculum in 2025.

Promotion of the Catholic identity of St Kieran's is strengthened through a continued focus on prayer. Weekly whole school prayer at assembly, daily classroom prayer experiences, participation in liturgical year celebrations and staff prayer all contribute to the faith formation of staff, students and their families.

The school continued to utilise the Parent Engagement Coordinator (PEC) to connect families to the parish to strengthen and promote our Catholic identity. The school team (Principal, REC and PEC) worked strategically with the parish to ensure alignment in focus and purpose using the Shared Mission Principles (CSBB 2024). The REC and PEC continued to ensure Family Masses were highly engaging and focused on family participation. The change in Mass time to Sunday 5pm proved successful in terms of family attendance, and hospitality in the playground continued to create a sense of community. The parish employed a Music Minister, who worked closely with the teachers in preparing hymns to sing during Family Masses.

Our reimagined Little Kieran's Playgroup was a huge success. The collaboration between school staff and the PEC, revised format and involvement of students all served to make this an exciting offering to future St Kieran's students and wider community.

The Service-Learning Model continued to be strengthened through social justice initiatives. Catholic agencies were generously supported by the fundraising efforts of Project Compassion, pancakes for Shrove Tuesday, Mackillop Place and Vinnies Christmas Hampers. Our Walk4Water event, raising money for Catholic Mission, was enthusiastically supported.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2024 the school worked on the implementation of the 2024 School Improvement Plan goals. The Student Achievement goal for the year was to improve student achievement and growth in Literacy and Numeracy while increasing student efficacy in learning. This became a learning goal for the year as NAPLAN trend data for the year 2023 demonstrated room for improvement.

Professional learning was planned and organised to work towards achieving the goal. The Collaborative Coaching sessions focused on Reading and how best to differentiate in order to meet all learning needs. Collaborative Coaching supported this process as teachers would meet with their Collaborative Coach to regularly analyse data and student work samples. From this analysis, the teachers would plan teaching and learning strategies designed to meet identified areas of need. The teachers worked in stage groups, and this structure enabled a sharing of professional ideas and expertise. The Collaborative Coaching time was also used to share research on best practice in Reading, specifically the research around word recognition and language comprehension, both crucial in the development of reading skills.

Teachers in Years 3-6 implemented the new English and Mathematics syllabuses, while continuing to share effective strategies in both professional learning sessions and as part of Collaborative Coaching. Professional Learning sessions on Mathematics continued as a means of further developing positive pedagogical understanding.

The school participated in Staff Development Days on Assessment and continued further professional learning on the use of Writing Rubrics. Staff followed up with the development of rubrics linked to writing samples from the teaching and learning programs.

Data analysis with a focus on NAPLAN data, PAT Mathematics and PAT Reading Comprehension, allowed for identification of areas of need in student learning which required targeted intervention in planning. Student management focused on updating the school's Behaviour Policy and staff contributed to this through professional learning.

There was a continuation of programs based on coding and STEM skills from K-6. STEM skills continued also to be integrated into several other Key Learning Areas.

The Learner Diversity Program continued to support students with additional needs and students requiring extension learning programs. In 2024 MiniLit, an early literacy intervention program based on explicit and effective teaching of reading skills was introduced to Year 1 and 2 students.

The school musical held in Term 3 involved Stage 3 students and the School Song Club perform to the school community. This was a highlight to the talent of the students and expertise of the teachers who prepared the students.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

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 Kieran'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	68%	54%
	Reading	78%	66%
	Writing	87%	77%
	Spelling	68%	61%
	Numeracy	73%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	75%	65%
	Reading	79%	71%
	Writing	87%	67%
	Spelling	75%	68%
	Numeracy	71%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care 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

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 Kieran's values the insights and perspectives of parents, ensuring their voices contribute to the school's ongoing development. Feedback is gathered through various channels, including P&F meetings, surveys, School Advisory Team discussions, consultation forums, and direct conversations with school staff.

The overwhelming majority of parent feedback reflects a deep appreciation for the school's nurturing environment and commitment to inclusivity. Many families express gratitude for the support provided by teachers and the opportunities available to help students thrive. Examples of the range of positive parent feedback is featured on the school website.

A strong sense of welcome and community spirit is felt among parents, who trust the guidance of teachers and work collaboratively with the school to support student success. This respectful partnership reinforces the school's commitment to creating a positive and engaging educational experience for all students.

Student satisfaction

Students at St Kieran's have multiple opportunities to share their perspectives and feedback. Year 6 student meetings with teacher mentors, SRC discussions held in class, and conversations with the principal, allow students to voice their ideas and contribute to school life. Additionally, teachers encourage feedback within learning activities and classroom discussions, ensuring student voices are heard and valued.

Overall, students express a deep appreciation for their school, teachers, and the engaging learning experiences provided. They enjoy the exciting activities designed to enhance their education and enjoy the diverse opportunities available to explore their interests. Whether participating in choir, drama, yoga, sports gala days, interschool competitions, swimming, or athletics carnivals, students thrive in a supportive and stimulating environment.

The playground is vibrant and inviting, encouraging imaginative play and social interaction. Friendships and strong peer relationships are highly valued, contributing to the positive

atmosphere at St Kieran's. Overall students feel accepted, safe and that they belong to the vibrant school community.

Teacher satisfaction

Staff at St Kieran's engage in ongoing consultation through various forums, including collaboration meetings, coaching sessions, business and staff meetings, and surveys. These processes provide valuable opportunities for reflection, feedback, and professional growth.

Overall, staff feel deeply valued and respected as professionals, with strong support from the parent community. They are dedicated, committed, and continually strive to enhance their teaching and learning practices. The strong, respectful partnership between teachers and parents fosters a collaborative approach to educating each child.

Support from the leadership team and colleagues contributes to the school's nurturing and pastoral environment. Staff enjoy positive working relationships, and their collective sense of mission and purpose is evident in their dedication to students. Teamwork is highly valued, creating a united and engaged school community.

Financial Statement

Consistent with the NESAs 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 ¹	\$1,478,909
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$321,508
Fees and Private Income ⁴	\$797,078
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$111
Total Income	\$2,597,608

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$103,334
Salaries and Related Expenses ⁷	\$2,686,328
Non-Salary Expenses ⁸	\$848,048
Total Expenditure	\$3,637,710

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