

# 2024

## ANNUAL SCHOOL REPORT



### **St Philip Neri Catholic Primary School**

67 Baringa Road, NORTHBRIDGE 2063

Principal: Margaret Holles

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

## About this report

---

St Philip Neri 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

This Annual Report aims to offer insight into the ethos, achievements, and future direction of St Philip Neri. We're a close-knit and inclusive community dedicated to providing a nurturing and exciting education for all students.

The Leadership Team is focused on continuous improvement and is dedicated to building strong relationships with staff, parents, students, and parish, to create an environment in which our students are inspired to know Christ, love learning and be the best they can be. Our students' education is enriched by motivated staff focused on improving learning experiences and outcomes for all students, as well as their own continual professional growth. All staff demonstrate warmth and a genuine care for each child.

At the heart of St Philip Neri lies our commitment to fostering community. We've been blessed with a supportive community and parish, reaching out to embrace others through projects like Caritas, St Vincent de Paul and our sister parish of Lete Foho in East Timor.

It is our goal that all students feel seen, heard and have a sense of belonging. We acknowledge that together, we grow stronger and can achieve greatness.

### Parent Body Message

2024 marked a year of renewal and energy for the P&F body of St Philip Neri School. Under revitalised school leadership, the P&F embraced a collaborative approach that united the school, parish, and families to strengthen our sense of community. With new initiatives complementing beloved traditions, the year was filled with opportunities to celebrate, connect, and serve.

By fostering deeper partnerships with the parish and engaging parents and carers in meaningful ways, the P&F supported the faith, social, and educational life of the school.

This year's events and initiatives reflected the vibrant and inclusive spirit of St. Philip Neri. With a mix of long-standing traditions and fresh ideas, we celebrated milestones and built stronger connections across our community.

The Welcome Breakfast BBQ after Mass set a positive tone for the year.

Tears & Tissues for Kindy Families provided a comforting space where parents could meet, share stories, and begin building lasting friendships.

Shrove Tuesday was marked with a fun and delicious pancake feast, where students, staff, and parents came together to celebrate and reflect on the Lenten season.

The Mother's Day, Father's Day and Grandparent's Day celebrations honoured the important people in our children's lives, featuring liturgies, performances, and shared hospitality & fellowship that fostered connection across generations.

Trivia Night brought out the competitive and creative sides of our community, raising funds while providing an evening of laughter and camaraderie. The School Disco provided students with the opportunity to enjoy music, fun, and friendship.

Our Kindy Orientation Program provided new families with a smooth transition into school life, offering resources and opportunities to connect with peers and staff.

To show our appreciation for the incredible dedication of our teachers, parents hosted a special International Teachers' Day lunch filled with delicious food and heartfelt thanks.

Regular family-focused masses offered throughout each term encouraged greater participation from families in parish life, developing our faith connection between the school and parish.

The culmination of the school year was marked by a beautiful Graduation Mass and lunch, celebrating the achievements of our Year 6 students and the year ended on a festive note with Mass and a Christmas party uniting us in faith and gratitude.

The achievements of 2024 would not have been possible without the dedication and enthusiasm of our parents, school leadership team & teachers, and our parish community.

The generosity of our families' time, talent and resources have been invaluable in creating a supportive and thriving school environment at SPN.

### **Student Body Message**

This year, St Philip Neri was filled with lots of learning and fun. The school's Positive Behaviour for Learning (PBL) framework guided and encouraged students to live by our Motto, 'Loving in Deeds, not just in Words' by being respectful, responsible and being their best self.

Our students engaged in learning across the seven KLAS with. Our Kindergarten and Year 1 students also enjoyed exploring the new CSBB Religious Education Curriculum.

In addition to the curriculum, all our students at SPN have had many opportunities to participate in a range of extracurricular activities such as Chess; Enviro Club; Dutch Skipping; Mindfulness; Coding; French; and Music lessons and our School Band. Our school participated in Maths Olympiad, Debating and The Premier's Reading Challenge.

Year 5 students were excited to be a part of Willoughby Council's Wildlife Storybook Project, with five students having their work published.

Students engaged in a range of excursions and school events. Stage 3 enjoyed a 2-day visit to Canberra and Year 5 enjoyed a Leadership Day in preparation for their senior roles in 2025.

Whole school events such as the School Disco, Sport Carnivals, the Christmas Concert, and liturgical celebrations were wonderful opportunities to celebrate as a community.

In 2024, our Catholic faith remained a focus. We celebrated Masses and Liturgies as a community. Social outreach has been evident through the school's fund raising for charitable works including Caritas, St Vincent de Paul, Breast Cancer Network Australia and our sister parish of Lete Foho in East Timor.

Students expressed feeling, seen, heard and had a genuine sense of belonging.

## School Features

---

St Philip Neri Catholic Primary School Northbridge is a Catholic systemic co-educational school. The school is a single stream primary school for boys and girls located in Sydney's Lower North Shore in the suburb of Northbridge. It is the most southerly school in the Diocese of Broken Bay. The school was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish church. The school and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The school is also steeped in the charism of Mary MacKillop that is reflected in the school's motto 'Loving in Deeds not just in Words'.

The school's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The school offers a welcoming Christ centred community, quality teaching and learning, specialist programs such as Physical Education, Library, Music and Band, access to various ICLT devices and support of student wellbeing through the Positive Behaviour for Learning program (PBL).

Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well-resourced library/learning centre, a sound-proof music room, an outdoor amphitheatre and a parish hall. The amphitheatre playground area includes a developmental and creative play space consisting of a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and construction materials. A basketball court and handball courts provide areas for more active play.

In 2024, students had opportunities to participate in extracurricular events and activities including:

- K-6 Public Speaking competition
- Debating
- Maths Olympiad
- Australian Mathematics Competition
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone and percussion
- ICAS competitions
- Lunch Clubs including, Gardening Club, Dutch Skipping, Mindfulness, Artist in Residence
- Coding
- Chess Lessons
- French Lessons

## 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
69	45	53	114

\* 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 92.80%. 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
93.90	91.00	92.40	91.50	93.60	93.90	93.90

## 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	12
Number of full time teaching staff	9
Number of part time teaching staff	3
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 teachers

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.

St Philip Neri is a Catholic Primary School, within the Diocese of Broken Bay. It has a shared purpose: "to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord."

Vision, purpose and all we do, is centred on faith in Jesus Christ, and is informed by Christian values, including faith, joy, witness, compassion, and courage.

In 2024, the school continued to work in partnership with our parent community and the Parish of the Lower North Shore, beginning with the Commencement Liturgy. The P&F provided a BBQ breakfast at the Welcome/ Beginning of Year School/ Parish Mass. There were many additional opportunities for families to join the students and staff with a full 2024 Mass and Liturgy calendar. The school ensured communication about religious activities remained prominent.

We recognise parents as the first faith educators of their children and together with our Parish community, the school works in partnership 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.

Catholic values are fostered within this Christ-centred community. The school motto, 'Loving in Deeds, Not Just in Words', is embedded in daily school life. Students are encouraged to make a difference in our world through their actions and there are many social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The school was actively involved in fundraising throughout 2024, supporting:

- Caritas Australia, Project Compassion
- Vinnies Winter Sleep Out, students from Years 2 – 6 stayed at school until 7:00pm listening to guest speakers, creating shelters, making sandwiches, 'care cards', packing food and toiletry items
- Mary Mac's Place, Catholic Care through the bake sale on the feast day of Mary MacKillop
- Catholic Mission – support for children in Mongolia through Socktober
- Vinnies, St Vincent de Paul - Winter Appeal, Christmas Appeal
- Let's, LeteFoho, East Timor - Year Six leaders coordinated ice block days in Term One and Term Four to sponsor students in LeteFoho, East Timor who are studying to become teachers.

The SPN Religious Education Program is based on the Broken Bay K-12 Religious Education Curriculum, designed to provide children with opportunities to respond to the stories of Jesus that they encounter with their hands, hearts and minds. Through these experiences, children come to know Christ and develop understandings of the significance and meanings of scripture and liturgy for their lives in the world today. Faith formation opportunities are regularly provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together daily.

## 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.

A culture of continuous improvement underpins the teaching and learning at St Philip Neri. Our team of passionate and dedicated educators deliver an engaging and differentiated learning experience to meet all students at their point of need. Ongoing professional learning in current pedagogical theory, incorporated with explicit teaching, critical thinking and collaboration, encourage students to be curious and autonomous learners.

SPN delivers its educational program based on the New South Wales Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) include English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). 2024 was the first year of implementation of the new NSW Mathematics and English syllabuses for Years 3-6.

The Diocesan Religious Education syllabus is integrated into our curriculum, with all year groups transitioning to the new syllabus by 2025.

Learning spaces are equipped with digital screens for explicit teaching and presenting work. Digital devices are provided on a one-to-one basis and utilised strategically by all classes.

Students with diverse learning needs are identified and supported through a range of interventions. In addition to classroom differentiation and one-to-one or small group interventions, we have provided MiniLit for Stage 1 students and MacqLit for Stage 2 and 3 students, together with a maths fluency intervention for Stage 2 and a Number intervention for Stage 1 students. All students on MiniLit and MacqLit read to a parent volunteer 4 times per week.

Specialist teachers are provided for sport, music and library lessons. Instrument tuition is offered for students in Years 3-6, together with a school band and choir. Teacher led weekly grade sport takes place at the school or nearby Northbridge Oval. Additional specialist sporting opportunities this year have included Cricket, NRL and Dance.

Giving students the opportunity to pursue areas of strength beyond the limits of the curriculum has been a particular focus this year. We have offered Beats Band, Artist in Residence and Creative Writing club, in addition to Maths Olympiad, Maths Games, ICAS tests, debating, public speaking and participation in the Willoughby Council Writing and Illustrating Wildlife Story Competition.

Collaborative Coaching, a CSBB initiative, provides weekly dedicated time for class teachers to analyse student data, and strategic planning of teaching and learning activities tailored to individual student needs. The Semester 1 focus was Mathematics and in Semester 2, this changed to Writing, with a specific focus on sentence level grammar, punctuation and spelling.

## 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 Philip Neri 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	89%	54%
	Reading	100%	66%
	Writing	100%	77%
	Spelling	68%	61%
	Numeracy	89%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	100%	65%
	Reading	89%	71%
	Writing	100%	67%
	Spelling	100%	68%
	Numeracy	89%	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

Parents reported that they appreciated the sense of community that they observed and experienced themselves. Some parents volunteered that their children 'loved coming to school'. At the end of the year, the parents were surveyed and reported valuing:

- Parent and Friend's social and fund-raising events
- Family Masses
- The Buddy System where Year 6 students were dedicated buddies for Kindergarten students
- The additional sporting opportunities in 2024
- That student achievements were celebrated within, and across the community
- Their involvement in the uniform change
- The new Newsletter format that was easier to read with more images depicting school life
- The additional opportunities for students to be challenged with the High Potential and Gifted Programs as well as the additional support programs
- The Transition to High School Program where the school counsellor played a key role preparing students to navigate the high school environment with courage and compassion
- The parent workshops in Mathematics

The parents reported liking the smaller size of the school with the high levels of care from the dedicated staff.

### Student satisfaction

Student reported increased satisfaction with regard to the following areas:

- The Wellbeing Wagon which provides a playground space for students to enjoy playing with playdough, Lego, drawing or socialising with other students
- The students reported that everyone felt safe and welcome at the Wellbeing Wagon
- The new daily timetable allowed for more time for eating and playing at first break which helped learning during the middle block
- New dedicated areas for running games

- Increased equipment on the playground
- More support with learning through the MacqLit and MiniLit Programs
- Greater opportunities to join clubs and be challenged in learning

Many students reported feeling like they had a voice in 2024. They said they felt heard and appreciated the changes that had been made. Students initiated fund raising events including the Vinnies Winter Sleep Out for Kids and raising money for Breast Cancer Australia.

The students also reported very positive relationships with teachers. A student reported, 'My teacher knows me and always helps me with my learning'.

### Teacher satisfaction

In 2024, staff took part in a CSBB culture survey to share their degree of satisfaction in relation to different elements of their role, for example continuous improvement, professional development and commitment to students.

100% of Staff agreed that:

- Colleagues behave with integrity and are ethical in their actions and decisions
- Safeguarding of children is prioritised
- Data is used effectively to maximise the learning growth
- Leadership advocates a strong connection with the system's strategy and vision
- Strong relational trust, understanding and support for each other

In addition, very high levels of satisfaction were expressed regarding:

- CSBB values of Faith, Joy, Witness, Compassion and Courage being integrated into school life
- Alignment with system goals
- Embracing fresh thinking and innovation in the spirit of continuous improvement
- Safety and risks are taken seriously
- Leadership builds trusting relationships to foster a productive workplace

Staff also identified areas for us to focus on more in 2025. These include taking time to celebrate wins, increasing the range of Faith Formation activities and encouraging conversations about staff wellbeing.

## 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 <sup>1</sup>	\$1,125,110
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$171,813
Fees and Private Income <sup>4</sup>	\$668,786
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$81
<b>Total Income</b>	<b>\$1,965,792</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$106,019
Salaries and Related Expenses <sup>7</sup>	\$2,141,390
Non-Salary Expenses <sup>8</sup>	\$936,873
<b>Total Expenditure</b>	<b>\$3,184,282</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