

2024

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Kerry Paxton

Web: www.shpdbb.catholic.edu.au

About this report

Sacred Heart 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 Sacred Heart Catholic Primary School Pymble, we believe that our Catholic mission is the foundation upon which our school community thrives. It is through our commitment to faith, values, and the teachings of Jesus Christ that we create a flourishing, vibrant, and inclusive environment for all. This report reflects our passion for nurturing a collaborative culture that supports the learning and development of every child.

Our motto, "to be and not to seem," guides us in our pursuit of a shared vision: to cultivate an authentic Catholic school culture with a commitment to continuous improvement. Sacred Heart Pymble stands out for its strong educational focus, paired with a genuine care for the individual needs of each student. We take great pride in the achievements of our students, recognising that success goes beyond academic results. We celebrate growth in all areas of the curriculum, knowing that it is the development of virtues like compassion, respect, and empathy, instilled through Catholic education, that truly shapes the character of our young people.

We deeply value the active involvement of our parents, recognising that their engagement is essential to supporting our students on their educational journey. From school activities to parent-teacher conferences and volunteer opportunities, our partnership is integral to nurturing the spiritual, academic, and social growth of our students. The unwavering support of our parent community is a testament to our shared commitment to our Catholic mission.

The wellbeing of our school community is strengthened by the dedicated contributions of our students, staff, parents, and the wider community. Sacred Heart Pymble's reputation continues to grow, driven by a steadfast focus on fostering support for learning and creating opportunities for all. When we unite in our shared values and goals, the entire community benefits.

Thank you for your continued support and belief in our mission. Together, we will guide and inspire our students, helping them to build a bright and promising future.

Parent Body Message

It is lovely to witness the Sacred Heart Pymble Community continue to go from strength to strength. In 2024, there have been more sporting and extra-curricular opportunities than ever for our children, and we are grateful to the team at Sacred Heart Pymble for making these available. We are blessed to have our children guided by such passionate professionals.

We appreciate the opportunities to share our opinions, understand the decision-making processes and for the staff at the school being so approachable. The Parent School Partnership Forum was an excellent way for parents to contribute towards the direction of the school, and for us to be able to talk about our hopes for the home-school partnership.

2024 was a year filled with events involving families and the community. The welcome barbecue on the oval at the beginning of the year, Mother's Day, Father's Day, Grandparent's Day, Burger Day, Christmas Carols and the school musical performance, we truly appreciate to the opportunity to attend and be actively involved in these events.

Sacred Heart Pymble is a nurturing place for our children to grow and learn and will always hold a special place in our hearts.

Student Body Message

The incredible teachers at Sacred Heart Pymble have not only taught us the lessons in our mind, but they have also shown us the importance of kindness, perseverance, and the value of hard work. Their support and encouragement have been invaluable, and they make a lasting impact on each and every one of us.

In 2024, there were many opportunities for students to explore their talents. For Year 6, this included the Leadership Camp to Collaroy where we bonded over exhilarating activities, working together to overcome them. All students in Years 5 and 6 also travelled to Canberra, where we discovered insights into Australian Parliament and had a blast at Questacon, admiring all of the crazy gadgets and displays.

We enjoyed our incredible sporting events, from swimming to sprinting, Motiv8 Sports Day and our first ever Potato Olympics, we did it all! Everyone tried their best to make these events a memorable experience - they were truly amazing days filled with cheering, tutus in House colours, and of course hard work.

We wrapped up the year with dancing, singing and acting. Our latest production, Peter Pan, was an absolute hit, bringing the students closer as we found our confidence and became the characters on stage. It was exciting to share our talents with a hall filled with our parents and family members.

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 10 classes from Kindergarten to Year 6. With a tradition founded by the Sisters of Mercy, the School embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of the School motto, *Esse Non Videri*, "To be and not to seem" ensures that the School's Catholic heritage is reflected in everyday school life. The words of the School song, "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The School's life and mission is embodied by the values that are integral to the Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

As a learning community with dedicated teachers focussed on student achievement, learning and wellbeing we strive to promote enthusiastic, independent learners committed to lifelong learning and reaching their potential. Students are actively engaged in an awareness of their own learning and a wide variety of extra-curricular activities are offered.

The buildings and grounds at Sacred Heart Pymble contribute to a positive learning environment, with well-maintained classrooms, playgrounds and gardens. The students have access to large playing areas and an oval that also serves the School's soccer and netball clubs. The on-site swimming pool allows for easy access for swimming lessons when classes attend the swimming program in Term 4.

In 2024, the Parents and Friends Association, which strongly supports the School, welcomed new families to the Sacred Heart Community with a 'Mix and Mingle' party for parents and a barbecue for families. The Parents and Friends Association also hosted a Trivia Night, which was a huge success and very well attended, in addition to other key events such as school discos, Burger Day, Mother's Day and Father's Day stalls. The Parents and Friends delighted the students by again sponsoring a sports day, which was run by Motiv8Sports at the end of Term 3. Class parents continued to play an important role and actively encouraged family connections which promoted a strong sense of belonging.

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 |
|-------|------|--------|----------------|
| 120 | 113 | 49 | 233 |

* 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 92.70%. 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 |
| 94.00 | 93.00 | 93.80 | 92.60 | 91.80 | 91.80 | 89.50 |

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 | 17 |
| Number of full time teaching staff | 12 |
| Number of part time teaching staff | 5 |
| 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.

Sacred Heart Pymble values a strong partnership with our parish and wider community. At the end of 2024, Stage 3 students worked creatively to produce Christmas blessing cards with personalised messages for members of the aged community, fostering connection and compassion. The School contributes articles to the Parish Bulletin and the School's Parent Engagement Co-ordinator works to strengthen the partnership between parish, parents and school through initiatives such as playgroups, parent meet ups and opportunities for parents to engage in social justice initiatives.

The School also encourages participation in parish life through support for the parish Sacramental Program and Sunday Family Masses. These Masses are organised by the parish but are regularly attended by staff, students, and their families. This visible presence strengthens our communal bonds and deepens the shared spiritual life of both the parish and school.

Sacred Heart Pymble is committed to Catholic discipleship and service, living out Gospel values through daily action, fundraising, and outreach to the marginalised. Parents supported a local initiative by preparing meals and toiletry packs for the homeless through The Dish, Hornsby. Throughout the year, students took part in charitable initiatives such as Caritas Australia's Project Compassion, Socktober, and the St Vincent de Paul Winter and Christmas Appeals.

In 2024, the school community continued its strong engagement with the parish through the attendance of weekly Friday Masses and Exposition of the Blessed Sacrament. Each class attended Mass throughout the term, providing students with opportunities to deepen their faith and experience the liturgical life of the Church in a meaningful way.

Throughout the year, special occasions were marked by a range of liturgical and prayerful celebrations, often led by the student Mission Leaders and class groups. These included the Opening School Mass, Grandparents' Mass, Mothers' and Fathers' Day liturgies, Lenten and Easter liturgies, ANZAC and Remembrance Day liturgies and the Year 6 Graduation Mass. The Diocesan initiative of praying the Angelus each day continues to be an integral component of the School's daily prayer life.

Students also had the opportunity to share their faith through the arts. In 2024, students from Sacred Heart Pymble were invited to participate in the Broken Bay Religious Art Prize, a competition open to students from Kindergarten to Year 10 across Catholic systemic and congregational schools. We were proud to share that one of our entries won first place in the Stage 2 Music category for their original composition and performance titled 'Saw the Sun'. These students were later invited to perform their song at the November Showcase held at Hornsby RSL.

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.

In 2024, staff implemented new 3-6 Syllabuses for English and Mathematics. In addition, Stage 3 implemented the new Religious Education curriculum. This curriculum is grounded in experiential learning and a desire to inspire hearts and minds to know Christ and love learning. The Stage 1 teachers began their familiarisation with this curriculum in preparation for implementation in Years 1 and 2 in 2025.

Sacred Heart Pymble continues to show strength in early literacy learning. The Sounds Write Science of Reading program and Heggerty's Synthetic Phonics are well established in all infants' classes and assessment data indicates that this is having an extremely positive impact on learning achievement. Staff training in the Sounds Write program continued, with a view to ensuring consistent application across the School. The School demonstrates strength in Writing, with opportunities to focus on spelling, grammar and punctuation as future focus areas. This could be further supported by a renewed emphasis on phonic knowledge in primary classes, and oral reading fluency across all year groups. Systematic analysis of assessment data indicated that the School's goal for all students to achieve at or beyond expected growth in Numeracy was having the desired impact, with trajectories indicating positive growth across the five most recent data sets. Staff identified fractions, and Number and Algebra, as content for future goal setting.

The School continued to ensure that all lessons provide appropriate support and challenge for gifted and high potential students with an emphasis on deep thinking and the transference of knowledge and skills.

The School's Wellbeing Week initiative continued in 2024. Term One combined Wellbeing and Neurodiversity Week by encouraging students to be open to interacting and playing with new people in a positive caring way, helping to build community and an understanding of each person's uniqueness. Term Two focused on using affirmations to create and reinforce positive beliefs for confidence, self-worth, and self-love. In Term Three, the School pressed 'pause' on the busyness of daily life to take time to be present and enjoy life's simple pleasures. Term Four emphasised gratitude; the quality of being thankful; ready to show appreciation for and to return kindness. Every term, ideas are shared with families for ways

that they can be involved in wellbeing activities with the aim to strengthen the wellbeing of our entire community.

Our curriculum was complemented by a range of extra-curricular opportunities. These included various sporting pathways, Motiv8 Sports Day, author visits, WriteOn, Kindness Convention, ICAS, Maths Olympiad, 'Why Waste It?' workshops, whole-school musical and Scope IT coding workshops.

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 Sacred Heart 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 | 87% | 54% |
| | Reading | 97% | 66% |
| | Writing | 97% | 77% |
| | Spelling | 87% | 61% |
| | Numeracy | 90% | 63% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 85% | 65% |
| | Reading | 94% | 71% |
| | Writing | 94% | 67% |
| | Spelling | 76% | 68% |
| | Numeracy | 91% | 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

In 2024, the most significant source of parent feedback came via the Parent School Partnership Forum. This forum was aimed at strengthening the collaboration between parents and the School by asking the following questions:

What does school engagement look like in our increasingly busy lives?

What are the roles of schools and parents in a strong, connected learning community?

What might it look like to reimagine the work of our P&F?

Facilitated discussion groups identified key strengths that are already evident, such as; communication via the newsletter and Compass app, family events, transition to Kindergarten activities and opportunities for parents to be engaged in conversations about School matters. Parents expressed appreciation for the dedicated teachers at the School, pastoral care provided to families, and the many excursions and extra-curricular activities offered.

Suggestions were put forward for minor improvements to the School's communications, strategies for welcoming new families and ways to use digital tools to provide timely feedback to parents. One key idea was to increase parent involvement in P&F events by allocating an event to each year group in 2025.

Student satisfaction

Feedback from students was obtained throughout the year via the Student Representative Council. Two students from each class met each term with key staff to share the ideas of their peers and to discuss suggested school initiatives and improvements.

In addition to this, at the end of the year, senior students reflected on their experiences at the School. Here are some of their comments.

"When I was in Kindergarten, I loved going to the farm. Every Kindergarten student who comes to Sacred Heart Pymble gets a chance to go to the farm with their classmates."

"Sacred Heart Pymble is such a fun place because there are so many interesting things we can do apart from learning. We play lots of games, learn new things and make new friends."

“Our teachers are very supportive.”

“Students at Sacred Heart Pymble are very inclusive and we have lots of areas to spend our lunch and recess.”

“Sacred Heart Pymble is an easy place to learn.”

“I love that the teachers are so nice and that my classroom is the best.”

Teacher satisfaction

Feedback from staff is important as we look for ways to improve and develop future plans. In 2024, this feedback was obtained via the Catholic Schools Broken Bay Workplace Culture Survey. The Survey helped to identify what we do well at a system and local level, and how we can enhance our strengths, guided by Christ and with a strong commitment to continuous improvement.

Sacred Heart Pymble's staff responses indicated strengths in the embracing of new ideas and fresh thinking, highlighting the contributions of individuals towards the goals of the Towards 2025 Strategy and in supporting the professional growth and career development of staff. The data showed that staff feel safe and secure at work and have clarity about their roles.

Areas that have been nominated for growth include increasing opportunities for the integration of Catholic Schools Broken Bay and the School's values into everyday work and for strengthening the relational trust between peers and colleagues. Staff indicated a desire for increasing the focus on staff wellbeing and for further classroom support, resources and professional learning to assist with supporting every child to be their best self.

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 ¹ | \$2,113,476 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$345,194 |
| Fees and Private Income ⁴ | \$1,391,157 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$166 |
| Total Income | \$3,849,995 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$75,914 |
| Salaries and Related Expenses ⁷ | \$3,059,896 |
| Non-Salary Expenses ⁸ | \$1,100,004 |
| Total Expenditure | \$4,235,815 |

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