

2024

ANNUAL SCHOOL REPORT



Corpus Christi Catholic Primary School

17 Link Road, ST IVES 2075

Principal: Ms Jayne Wheen

Web: www.ccsidbb.catholic.edu.au

About this report

Corpus Christi 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 provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are an inclusive community that provides a supportive and personal education experience for our families.

As Principal of Corpus Christi Catholic Primary School, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school. The education of the children at Corpus Christi is enriched and inspired by motivated staff with a strong focus on professional development and learning. The strong educational focus is partnered with a genuine care and concern for each child.

Reflecting on the year 2024, the school community has much to be proud of and thankful for, given all that has been achieved. We have continued to offer many rich learning opportunities in Creative Arts, STEM and numerous Genius Hour Projects. Our NAPLAN results in 2024 were strong. Using the Collaborative Coaching model we have worked with staff and experts in Writing and Reading across the school. The coaching program involves a member of the leadership team working with all staff to improve student outcomes while continuing to implement a new curriculum.

Highlights of the year included many excursions, camps, carnivals, the disco, numerous wellbeing initiatives and competitions including our success in the RE Creative Arts Prize. We cannot forget Moana, our hugely successful and entertaining school Musical. Perhaps our best yet.

This year, our community has really focused on helping others. We took part in Project Compassion, supported Catholic Mission and St Vincent de Paul, and donated items for parish hampers and the Gethsemane communities. We supported schools and students in Tanzania. The generosity of our families has been incredible. Our students also visited elderly residents at Bupa where possible.

Our students lived out our motto of Strength and Gentleness in numerous ways in 2024.

Parent Body Message

The 2024 academic year at Corpus Christi commenced with a fun circus themed gathering in the school playground. During the beginning-of-year event, we welcomed new Kindergarten

students and families to our community who witnessed the great community spirit that Corpus Christi is known for.

With the School's guidance, the parent community supported enhancing the educational environment, with the school community raising funds that were allocated towards advancing technology, enriching reading resources, bolstering literacy development and supplying musical resources, reflecting a collective commitment to educational excellence.

The Parent Engagement Coordinator and class parents were again pivotal in amplifying the parental voice, further bridging the gap between families and the School. They are crucial in ensuring parental perspectives and insights are integral to the School's decision-making processes and development strategies, which are well established at Corpus Christi.

Organised events by the committee have significantly strengthened community bonds, providing parents with numerous opportunities for involvement and support. Some of these events saw many past families return to the school to participate in a very successful trivia night. The connection to Corpus Christi continues long after students graduate and it is always lovely to welcome back past families. Our Movie Night saw the popular film Luck being shown on the oval which was transformed into a colourful scene with bean bags, blankets and popcorn.

The School ensures transparency and fosters active participation in its ongoing evolution through effective communication channels. The Parent Engagement Group will replace the Parents and Friends Committee in 2025. We look forward to building upon this great parent network that exists within the school.

Student Body Message

Corpus Christi is a kind and caring community. It provides students with many wonderful educational experiences and many opportunities to be challenged and try new things.

School activities include swimming and athletic carnivals, cross country and musicals. To express and grow our students' gifts and talents we offered; Art classes, Public Speaking, Debating, SPARK and Gateways events, Genius Hour, Maths Olympiad, Maths Master Class, and STEM classes. Stem Classes give students the chance to learn how to code robots and drones. We are grateful for all the technology we have in our classrooms, including iPads and laptops to help our learning.

We have a program called URSTRONG that teaches us how to be "Friendship Ninjas". This program really helps us with our friendship skills and it makes our school a much kinder place.

At Corpus Christi we are lucky enough to have a huge oval, a top field and an all-purpose court. In addition, we also have a quadrangle giving us the space to play in the morning, at recess and lunch. We can play handball, snakes and ladders and other skipping games as

well as hopscotch, red light green light and other games which are painted on the quad. We also have a treehouse, a teepee, ping-pong table, sandpit, balance beams, soccer goals and a lot of trees providing us with shade during the summer season.

We are so grateful to attend Corpus Christi, as it provides us with so many new opportunities to grow and learn.

School Features

Corpus Christi is a Catholic systemic co-educational school established in 1954 by the Brigidine Sisters. It is situated in the North Shore area of Sydney, in the Diocese of Broken Bay and is part of the Parish of St Ives, under the pastoral leadership of the Discalced Carmelites. The school also hosts a small class of students enrolled at the Aspect Vern Barnett School, Forestville.

Corpus Christi caters for students from Kindergarten to Year 6 through high quality teaching. Our dedicated, professional staff provide learning experiences that foster the development of students' intellectual, social and emotional capacities. Teachers employ innovative techniques to provide a new comprehensive curriculum that focuses on essential knowledge.

We value the role of parents in the learning process, and we continue to work in partnership to ensure we are educating faith-filled, capable and confident learners. Our motto Strength and Gentleness encourages the students to grow as disciples of Jesus, responding to each other and beyond with respect and compassion.

Corpus Christi continues to provide opportunities for students to challenge themselves across a range of experiences. This year students have participated in:

- ISDA and SDN debating (with Brigidine College) and North Shore Cluster debating
- Digital Technologies and STEM initiatives
- School band and Choir
- Individual music tuition taught by contracted teachers
- School camp (Year 6) and an overnight excursion to Bathurst (Stage 3)
- Public Speaking Competitions
- A range of competitive sports activities
- Maths Olympiad Australian Mathematics Competition
- ICAS Competitions
- Chess Lessons
- Tournament of Minds
- Da Vinci Decathlon
- Genius Hour Projects

As part of our ASPIRE (High Potential and Gifted Education) program mentors in our community and those in other educational institutions have worked with students in Mathematics, Science, STEM, Visual Arts and Digital Technologies.

Corpus Christi is fortunate to have extensive grounds that include two grassed playing fields and a multi-purpose netball/basketball court. Play spaces incorporate a sand pit, climbing

wall and tree house that take advantage of the shade provided by a magnificent canopy of trees. The school has a modern and well-resourced library and classrooms equipped with interactive screens, laptops and iPads. The refurbishment of the school continued throughout 2024 with painting both outside and inside classrooms and recarpeting completed.

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 |
|-------|------|--------|----------------|
| 108 | 109 | 110 | 217 |

* 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 91.30%. 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 |
| 91.90 | 92.10 | 92.10 | 89.10 | 90.50 | 91.30 | 90.90 |

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 | 19 |
| Number of full time teaching staff | 11 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 4 |

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

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

Each year Corpus Christi participates in the Annual Religious Education Creative Arts prize run by CSBB. This year the theme was "Joy" and again students from Stage 3 achieved success for their entries. Students in Year 6 achieved first place for their digital presentation of how "Joy" is represented throughout the Bible. All winners attended a showcase awards night in Term 4.

During the Lenten, Easter and Advent Seasons we reflect through prayer and liturgies. We celebrate Feast Days (Corpus Christi and Assumption) with a whole school Mass. We observe national days of commemoration such as ANZAC Day and Remembrance Day along with the Feast of Mary Mackillop through Liturgy. Throughout the school year our school community participate in Parish Family Masses. Through celebrating special occasions such as the opening and closing of the school year, Mother's Day Liturgy, Father's Day Liturgy and Grandparent's Day Mass, we celebrate, honour and give thanks for those in our school community.

This year was the 50th Anniversary of the current parish church and we helped celebrate this by participating in a “logo competition” which was won by a Corpus Christi Year 6 student. The design was used throughout the year to promote the event. Year 3 students participated in the Sacrament of Confirmation and Year 4 participated in the Sacraments of Reconciliation and Communion.

Students are encouraged to have a commitment to justice and a call to action. Students contribute to the Caritas ‘Project Compassion’ appeal during Lent. We promote Catholic Mission by participating in mission workshops, fundraising through Socktober and Mission month in October. For several years, we have been supporting Cana Farm by having a gift stall of their products for Mother’s Day and Father’s Day. In 2024 we returned to our local aged care residents with regular visits from small groups of students including the choir. At Christmas we made cards and gifts to all the residents of Bupa St Ives.

We again worked closely with St Vincent de Paul and as a whole school we raised money by hosting a “Pyjama Day”. Throughout the Advent season we also partner with families to make hampers for the Gethsemane Communities. This long-standing tradition in our community ensures that residents of local Sydney boarding houses receive a Christmas gift. This year, we again assisted the Parish by collecting hampers to assist them reach their goal of 100 Christmas hampers for Mt Druitt Parish which they have been supporting for many years.

We are grateful for the generous spirit that the school community brings to social justice issues. As a team we continue to support the faith formation program offered by Catholic Schools Broken Bay to further develop our faith.

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, professional learning was delivered through Collaborative Coaching. This process is well developed and strongly embedded in our teaching and learning cycle. Teachers worked closely with the Collaborative Coach in Writing, with a strong focus on sentence construction to improve student writing outcomes. Additional internal and inter-school professional learning was undertaken in implementation of strategies from The Writing Revolution (Hochman & Wexler) to support student achievement of writing outcomes in line with the NSW English Syllabus (K-6).

Teachers consolidated their understanding of explicit direct instruction and its role in facilitating foundational learning, proficiency and mastery learning for students. Teachers also engaged in external professional learning to enhance their skills in effective assessment of student learning with learning opportunities delivered by NESA and the University of Sydney.

High Potential and Gifted Education remained a focus in 2024 with teachers providing differentiated learning experiences for all students and catering for gifted learners within classes. Specific students, where identified, engaged in subject or grade acceleration and teachers worked closely with the school's HPGE Coordinator to tailor learning for these students. This professional learning complements our ASPIRE Program which seeks to help extend and enrich learning for all students.

Further provision for the diverse learning needs of students through targeted intervention programs is another feature of the school's differentiation practices. The Macquarie University Macq-Lit program is used to assist students with learning needs in Reading. Adjustments were continually made for students to achieve success at their point of need. Learning Support timetables ensure that support is provided at the most effective times and in classrooms with the highest needs.

Students continued to be offered many opportunities for enrichment across the curriculum such as through specialist art workshops, public speaking, and debating in the highly regarded SDN and ISDA inter-school debating competitions. Nominated students also

participated in a range of competitions targeted at creative and high potential learners, such as the Da Vinci Decathlon and Tournament of the Minds.

A dedicated STEM facilitator engaged teachers in STEM immersion days where digital technologies were explored to enhance student learning. Students extend their learning by interacting with a variety of new technology in motivating ways and participating in events that enhance their skills.

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 Corpus Christi 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 | 74% | 54% |
| | Reading | 85% | 66% |
| | Writing | 96% | 77% |
| | Spelling | 70% | 61% |
| | Numeracy | 78% | 63% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 86% | 65% |
| | Reading | 86% | 71% |
| | Writing | 95% | 67% |
| | Spelling | 90% | 68% |
| | Numeracy | 86% | 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

Each year, parents' opinions are sought through a variety of means including P&F meetings, class parent meetings, enrolment and parent/teacher meetings and through various surveys.

Many respondents refer to the warm, welcoming community, focus on faith, strong partnership with families, dedicated staff who have energy and enthusiasm, strong academic results and the many opportunities provided for students.

In the last formal Culture Survey the school was described by parents as operating in the following way:

- Benevolence and a generosity of spirit, showing consideration and support
- People sharing beliefs and feeling a sense of kinship, with support for local society
- Attention to involving everyone and welcoming differences
- Opportunities to learn from one another
- Group efforts in an upbeat environment, where new ideas are encouraged

The school community continues to redefine the role of parents in the school as many families are working fulltime. The presence of parents within the school is vital for the success of a growing community and we place a very high importance on establishing a way to welcome as many parents as possible into the school and to our events.

Student satisfaction

Overwhelmingly, students enjoy coming to school and have a genuine love of learning, being challenged and feel their teachers know them well and cater to their personal and academic needs.

Our Year 6 students provide tours to new families at our Open Days and the feedback from new parents around why they chose Corpus Christi is largely due to the way the senior students articulate their love for their school.

Students express how our URSTRONG program has had a positive impact on friendships and their own resilience. Children are enjoying developing their friendship skills and agree that there are less conflicts on the playground. Throughout the 2024 year, students and SRC

members were given numerous opportunities to voice their opinions freely during both formal and informal meetings which they valued greatly. They appreciate the opportunities to come together in peer support groups across grades.

Students feel safe attending Corpus Christi and in 2024 our Year 5 students when preparing for their leadership roles shared many insights into why they wanted to be a part of the Student Leadership Team. They also shared valuable insights into how our school could be improved.

Teacher satisfaction

The 2024 Culture Survey reflected the view that the staff at Corpus Christi are highly satisfied with many aspects of their work life. Teachers believe a strong sense of team, mutual respect and trust have been established. Staff appreciated the commitment, support and dedication of leadership and have expressed gratitude for the high level of communication that currently exists.

Near perfect scores were matched to the following areas:

- I see evidence in my school that staff behave with integrity and are ethical in their actions and decisions.
- My school embraces fresh thinking, new ideas and innovation in the spirit of continuous improvement
- Leadership in my school are available, and actively listen to others and respond with understanding.
- I feel that among my colleagues at work, there is strong relational trust, understanding and support for each other.

Staff enthusiastically contribute to school decision making and openly discuss their successes and challenges. Staff work collaboratively to heighten learning experiences for students and develop teacher content knowledge. Collaboration, team-work and professional partnerships is valued through our Collaborative Coaching sessions.

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 | \$2,169,459 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$497,166 |
| Fees and Private Income ⁴ | \$1,294,541 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$154 |
| Total Income | \$3,961,322 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$71,599 |
| Salaries and Related Expenses ⁷ | \$3,314,940 |
| Non-Salary Expenses ⁸ | \$1,050,100 |
| Total Expenditure | \$4,436,640 |

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