



2024

ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Jodi Jefferson

Web: www.olpsdbb.catholic.edu.au

About this report

Our Lady of Perpetual Succour 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

Our Lady of Perpetual Succour is a Catholic primary school located in the diocese of Broken Bay. At OLPS every child is embraced in a nurturing environment dedicated to academic excellence, spiritual growth and moral development. The Mercy Values of compassion, excellence and stewardship form the foundation of our school community and are embedded in every aspect of the teaching and learning. Students are provided multiple opportunities to live out the Catholic mission.

Our dedicated staff are committed to fostering a love for learning and providing a comprehensive and dynamic curriculum. There is a strong emphasis on academic rigour with students encouraged to think critically in order to reach their full potential. Learning experiences are designed to meet students at their point of need and this is supported by intervention and enrichment programs.

The key strategic goals of the CSBB Toward's 2025 Strategy, continue to be developed at OLPS. Leadership provides opportunities for staff to further develop their professional capacity through collaborative coaching, peer consultation and professional learning experiences. This year we have continued to focus on high impact strategies to refine teacher pedagogy and therefore deliver teaching and learning with explicit purpose and precision.

As a small faith-based community, OLPS prides itself on having a strong connection to families. We value the importance of relationship and support between staff and parents, ensuring there is a strong sense of support and trust among families. There is a high level of involvement with our parent community with many opportunities to celebrate and participate in key school events. We have a supportive P and F body who actively contribute to this culture.

As Principal of OLPS School West Pymble, I am extremely proud to work with such dedicated professional staff, committed parents and enthusiastic students, and I look forward to continuing this journey of faith and learning with the OLPS community in 2025.

Jodi Jefferson

Principal

Parent Body Message

2024 P&F Summary for School Annual Report

2024 has been a productive and rewarding year for the P&F, with achievements in fundraising and strengthening the school community at OLPS. Our key priorities for 2024 were:

- Fostering a positive school spirit
- Fundraising initiatives
- Enhancing community engagement

To better support our goals, we introduced a Volunteer Coordinator role to streamline the organisation of parent volunteer activities. Each event was managed by specific stages with support from Class Parents and the Social Committee.

Key Fundraising and Social Events in 2024

Term 1

- New Parents Night at the Rugby Club
- FUNDRAISER: Cake Stall at Philip Mall

Term 2

- Mother's Day Breakfast
- Mums' Night Out
- FUNDRAISER: School Disco

Term 3

- Father's Day Breakfast
- FUNDRAISER: Family Fun Day

Term 4

- World Teachers' Day
- Christmas Party

Fundraising Outcomes

Our fundraising efforts this year generated a total profit of \$12,906, which supported the following purchases:

- House Flags for Sports Events

- Sports Equipment
- Motiv8 Sports Day
- Non-Teaching Staff Gifts
- Teacher's morning tea
- Year 6 Gift (Lectern and engraved school crest) and Farewell contribution
- Virtual Reality Software and VR Goggles (3 sets)
- World Teachers' Day
- Christmas Party Sound System

TOTAL EXPENDITURE FOR 2024: \$13,028

Closing Remarks

It has been a pleasure to lead the P&F this year. We are proud to witness increased community involvement, improved volunteer participation, and positive feedback from students, staff, and families alike. We look forward to continuing this momentum and strengthening our school community in 2025.

Warm regards, Lucienne & Sarah

Student Body Message

Everyone would agree that OLPS is an accommodating school with many leadership opportunities and many ways to excel. Every student's unique and special abilities and strengths are nurtured and celebrated at OLPS.

2024 has been a year full of creativity, learning, and sporting adventures. We have had the privilege to work with our STEM team who gave us the opportunity to engage in technologically advanced experiences such as Edged VR and the Day of AI.

As we prepared for our biennial excursion to the Great Aussie Bush Camp students buzzed with excitement and enthusiasm! We had a wonderful time engaging with our peers and teachers on camp, building relationships and creating lifelong memories. We also got to enjoy many other fun activities like the swimming carnival, Motiv 8 Day and cross country. Everyone appreciated all the work Mrs Sargent put in to make these days fun for us.

The OLPS funday was a day full of excitement and anticipation as families gathered at the local club to raise funds for new technology and sporting equipment. The new sporting

equipment certainly made a difference to the way students play at lunch, and the technology to the way students learn.

This year we have focused on the Mercy values of compassion, excellence and stewardship. We have had the opportunity to lead the school assembly and acknowledge our peers who demonstrate these values in their behaviour at school. Students at OLPS continuously strive to our school motto "With Love We Grow" and we are so lucky to part of this wonderful school community.

Leah Higgins and Harrison Nguyen

2024 School Leaders

School Features

OLPS is a small Catholic systemic co-educational primary school on the North Shore. The school was founded by the Sisters of Mercy in 1962. In 2024 the school has reinvigorated their connection the Mercy Values upheld by the Sister of Mercy North Sydney. The values of Compassion, Stewardship and Excellence have been aligned to the PBL rules and embedded in our Student Leadership Framework.

In 2024, there were seven classes catering to 126 enrolments from Kindergarten to Year 6. The school enrolments are drawn from the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara, Macquarie Park and Ryde. OLPS is a feeder school to local systemic schools such as Mercy Catholic College Chatswood and St Leo's College Wahroonga as well as St Pius X College Chatswood.

The OLPS school site is secluded from the road. The school consists of a building on Kendall Street which accommodates the administration, school hall and our Senior Learning Hub, a main brick building that houses the Early Stage 1 and Stage 1 classes and a further four spacious demountable classrooms that accommodate Stage 2, Library/STEM and Visual Arts classrooms. In 2024, all spaces were fitted with new carpet. Classrooms were given new furniture and blinds.

The playground is a key feature of the school with a beautiful bush setting and space that caters for a variety of play styles. The all-purpose court, undercroft with shade shelters, handball courts, synthetic grass and climbing frame meet the needs for student active play. The bush area, mud kitchen, sandpit and Library space appeal to students need for creative and passive play.

The school provides a rich learning environment that caters to learning both in the classroom and outside. Our students engage with rich resources and technology to support their best learning. Students are taught all NESA Key Learning Areas as well as the CSBB Religious Education curriculum. The school offers specialist teachers for Visual Arts, Music, PDHPE and STEM. The specialist programs Initalit and Macqlit are also delivered to cater to diverse learning needs. In 2024, OLPS piloted EdgeVR with students in the Senior Learning Hub creating products to protect human life and property from natural disasters. Students attend an excursion each year to further their classroom learning. Students also regularly participate in competitions including debating, public speaking, diocesan sporting events and National Day of AI competition.

OLPS offers extracurricular programs run before, after and throughout the school day. In 2024 this selection included the continuation of dance, drama and the addition of band and

chess. OLPS houses an on-site out of school hours care program facilitated by Catholic Care which serves the school community well.

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
62	63	50	125

* 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
95.10	93.80	93.20	91.40	91.70	94.80	90.30

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	12
Number of full time teaching staff	6
Number of part time teaching staff	6
Number of non-teaching staff	3

Total number of teaching staff by NESA category

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

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

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

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At OLPS, our mission is to provide a learning environment that reflects our shared values of love, compassion, courage and joy, supporting every child to be challenged to be their best self. In partnership with parents as first faith educators and the Pymble Parish, we educate and form young people in the Catholic faith and traditions.

Our Catholic faith is embedded in all we do. The school motto, With Love we Grow, and our Mercy Values reflect the Gospel messages of Jesus. In 2024, OLPS focused on the Mercy Value of Compassion. Students learnt about compassion and those who demonstrated it were acknowledged through Compassion Call Outs at Assembly, recognising and embedding kindness in action.

OLPS supports the Diocesan vision of providing authentic, professional Catholic education with care and compassion. Each class celebrated the Eucharist with Fr Ireneusz Czech, and

the school gathered for feast days and special occasions. Students led liturgies and prayer services, including a Spirituality Day where SLH students designed their own liturgy.

SLH also participated in the CSBB Leadership Day exploring the theme 'Take up your bed and Walk' and their High School Hub Spirituality Day, reflecting on their gifts and talents in coming to know Christ. Stage 2 took part in a Compassion Spirituality Day led by Mercy College students. SLH 2025 attended the Mercy Charism and Leadership Day, learning about Catherine McAuley and Ignatius McQuoin, and exploring ways to live Gospel values. Students in Stages 2 and 3 received their Sacraments, and each grade hosted a Parish Family Mass and supper, further strengthening school-parish connections.

Social justice initiatives remained strong. Mini Vinnies made over 100 cards for local aged care residents. Our structured social justice program links Gospel values and Catholic social teachings with classroom learning and action at school, local, national, and global levels. In 2024, we supported Caritas, Catholic Mission, St Vincent de Paul's Winter Appeal, and created 7 Christmas hampers. Locally, OLPS donated to Mary Mac's and provided over 300 meals to The Dish in Hornsby. Our Care Network supported families throughout the year.

Staff continued their formation through professional learning. Kindergarten and Stage 1 implemented the new K-2 RE Curriculum. Stage 3 implemented the new curriculum, while Stage 2 teachers attended professional development. Staff introduced a daily examen with a compassion prayer, led fortnightly prayer, and participated in a staff spirituality day to reflect, pray, create, and grow in their mission to inspire hearts and minds to know Christ.

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, our staff engaged in four system-wide Staff Development Days, focusing on the principles of diocesan curriculum reform, with a particular emphasis on assessment. These sessions provided an opportunity for staff to collaboratively explore the development of the Image of the Learner, utilizing data from various sources to gain a comprehensive understanding of our students' capabilities. This work informed the creation of assessment rubrics during Collaborative Coaching sessions and further Staff Development Days.

In 2024, professional learning at OLPS focused on the importance of explicit teaching to enhance student learning outcomes. Teachers engaged in targeted professional development sessions that emphasised the deliberate and structured delivery of content, clear learning intentions, and success criteria to support all learners. Through collaborative discussions and data-informed practices, staff worked to refine their instructional strategies, ensuring lessons were purposeful and responsive to student needs. This focus on explicit teaching will remain a key professional learning priority in 2025 as we continue to strengthen instructional practices across the school.

Our commitment to supporting diverse learners remained a priority, with targeted professional learning sessions on assessment for students with additional needs. Staff worked to enhance planning, supports, and adjustments, ensuring all students could access the curriculum equitably alongside their peers.

Three early-career teachers at OLPS continued their professional learning in this area, with one actively pursuing Proficient Teacher Accreditation. One teacher progressed towards Highly Accomplished Teacher Accreditation, reflecting our focus on nurturing advanced teaching standards.

In 2024, two staff members continued postgraduate studies in Educational Leadership, with one successfully completing their final unit and on track to graduate in 2025. Another staff member actively participated in the Diocesan Future Faith Leaders Formation Program, preparing for leadership roles within the faith-based education sector. Meanwhile, all

members of the school executive completed four units of their Leadership Faith Formation Program, contributing to their professional and spiritual growth.

This extensive professional development underscores our dedication to fostering excellence in teaching, learning, and leadership across our school community.

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 Our Lady of Perpetual Succour 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	100%	54%
	Reading	100%	66%
	Writing	90%	77%
	Spelling	90%	61%
	Numeracy	100%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	90%	65%
	Reading	90%	71%
	Writing	100%	67%
	Spelling	80%	68%
	Numeracy	70%	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 OLPS facilitated parent forums to gain an understanding of parent priorities for the school. These forums successfully provided a platform to capture parent voice. Several initiatives have been launched in response to feedback which have been strongly supported by parents, in particular the Senior Learning Hub and associated leadership initiatives provided to students.

Additionally, the North Shore Review survey captured parent feedback regarding the school and principal leadership. Parents appreciated the personalised attention given to students, the supportive environment provided and the quality of teaching. Parents also communicated that parent consultation is highly valued by OLPS leadership and acknowledge this as important in maintaining a positive community culture. Positive areas of development in 2024 included intervention and enrichment programs to support neurodiverse students and those performing beyond stage outcomes. Parents were highly supportive of the precise communication regarding student achievement, in particular how teachers communicate the 'Image of the Learner' to parents, providing comprehensive detail regarding student progress.

Student satisfaction

Students feel there is a strong sense of support from teachers and a genuine commitment to their learning success. They feel teachers care about their wellbeing and there is a strong sense of trust between teachers and students. Students feel comfortable to approach school leadership about any concerns or initiatives they would like to discuss. They value the sense of community at OLPS and friendships fostered at school.

Students expressed strong appreciation to be involved various opportunities available through the school, from events and celebrations to assemblies and Masses. They have enjoyed having access to additional sport resources on the playground and during sport lessons. The playground areas and extracurricular opportunities have been well received by students. In particular, they enjoy Chess Club and OLPS band lessons.

Students value opportunities for leadership and expressed strong support for the Senior Learning Hub. This year they enjoyed the first year of the 'High School Hub Program' saying it made them feel more confident about the transition to high school. They also enjoyed the diversity of lessons and content provided by this program.

Teacher satisfaction

The 2024 Culture Survey showed a high sense of work satisfaction among staff. They believe leadership clearly advocates a strong connection and alignment between school goals and the CSBB system strategy and vision.

Staff feel leadership build trusting relationships with staff, fostering a productive workplace built on relational trust, understanding and support of each other. They believe OLPS staff embrace fresh thinking, new ideas and innovation in the spirit of continuous improvement. Staff expressed a dedicated commitment to ensuring the safety and wellbeing of all students and also value opportunities provided in the workplace to grow in their faith.

Collaborative coaching and peer planning continue to be highly valued, with teachers demonstrating a high level of engagement in these sessions. Staff would appreciate the opportunity for more regular conversation and meaningful feedback with leadership about their work to enhance performance. They enthusiastically contribute to school decision making and openly discuss their successes and needs. There is a collective responsibility evident among staff in every aspect of student learning – academic, spiritual and 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 ¹	\$1,229,399
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$186,566
Fees and Private Income ⁴	\$681,074
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$89
Total Income	\$2,097,129

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$13,367
Salaries and Related Expenses ⁷	\$2,133,994
Non-Salary Expenses ⁸	\$764,846
Total Expenditure	\$2,912,207

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