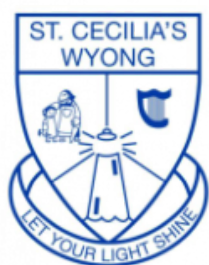


2024

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

Panonia Road, WYONG 2259

Principal: Mrs Marta Chylewska

Web: www.scwdbb.catholic.edu.au

About this report

St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

I continue to feel a deep sense of pride and gratitude for the remarkable learning culture we have built together at St Cecilia's. Our school is a place where every child is nurtured, challenged, and encouraged to flourish not only academically, but as kind, resilient and confident young people.

Our motto, "Let Your Light Shine", remains central to our vision. It's more than words it's a shared commitment that shapes how we teach, lead, and grow together. Every student, staff member, and family bring their own light, and together, we create a community filled with purpose, potential and joy.

This year, we sustained our strong focus on both academic excellence and student wellbeing. Through targeted coaching in English and Mathematics, and the third year of implementing the Second Step program, we've continued to ensure that every student receives the support and opportunities they need to thrive. We were especially proud to see significant growth in our students' Social and Emotional Learning, reflected in data as well as in the confidence, empathy and connection shown in their daily interactions. This progress is a powerful reflection of our Wellbeing for Learning Framework in action.

Professional growth remains a priority, and our staff have once again embraced high-impact learning through a strong coaching model in Mathematics. Looking ahead to 2025, we're excited to shift our coaching focus to English, with a particular emphasis on spelling and writing. We've begun working closely with Dr Tessa Daffern, whose deep expertise will help shape a consistent, evidence-based whole-school approach to literacy.

A major milestone for our school community was the commencement of our long-awaited building works in late 2024. The construction of six new contemporary learning spaces signals an exciting new chapter for St Cecilia's, supporting flexible, collaborative, and future-focused learning environments tailored to the needs of today's learners.

A culture of reflection, high expectations, and continuous improvement continues to guide everything we do. Our staff model lifelong learning, and our students are growing as curious, capable learners who inspire us daily with their achievements big and small.

Grounded in faith and united in purpose, our school remains a place of belonging, growth, and possibility. As we look to 2025, may we continue to move forward with open hearts, renewed energy, and a shared commitment to letting our light shine together.

Parent Body Message

St Cecilia's, Wyong, supports and encourages positive relationships between home and school. Throughout the year, many opportunities are extended to build and strengthen our community, collaborate towards shared goals, and be part of school life.

Grade Masses, sacramental programs, and Faith and Learning Walks allow parents to share in students' faith formation, strengthening the partnership between home, school, and parish. These smaller gatherings help parents build deeper connections with teachers and other families. The appointment of Class Parents and the school liaison fosters communication and collaboration, ensuring a supportive community.

The school also organises larger community events like whole school masses, liturgies, assemblies, discos, sporting carnivals, Christmas celebrations, Book Week, and special days such as Mother's and Father's Day.

A collaborative process identifies school goals and future directions. Parents are invited to FLIP meetings where goals are presented, and community input is sought. Minutes are communicated via a biweekly newsletter, and further consultation is conducted if needed. A parent voice is always considered.

This collaborative approach extends to academic progress. Each school year begins with a Goal Setting Meeting between teachers, parents, and students. These meetings encourage parental involvement in setting and achieving academic goals. Throughout the year, families are encouraged to spend time with teachers and other professionals to plan for student achievement.

St Cecilia's strives to build positive parental engagement, which benefits student achievement, a sense of community, and overall wellbeing.

Student Body Message

The students share that they are proud of the exciting and positive year it has been at St Cecilia's with the school motto, "Let Your Light Shine," guiding them every day as they grow in learning, leadership, and friendship.

Students feel safe, supported, and encouraged to be their best. They've enjoyed new challenges in learning - especially in maths and writing and have built confidence through the fourth year of public speaking. They shared "the teachers always help us feel capable and cared for."

There are lots of ways to get involved and make a difference. Programs like Mini Vinnies, Lunch Buddies, Reading Buddies, & Year 6 TEAMS allow us to be leaders. Year 5 taking

over the Buddy Program this has helped younger students feel welcome and helped us grow in responsibility.

Wellbeing is a big focus, with the Zen Den, Second Step, and safe spaces like the Library giving us ways to feel calm, connected, and heard.

Highlights of the year included the Colour Run, swimming and athletics carnivals, and excursions like Canberra and Bathurst. These moments have strengthened friendships and built school pride.

St Cecilia's is a place where every student can shine and feel proud to belong.

School Features

St Cecilia's is a systemic co-educational Catholic school in the Diocese of Broken Bay. Established in 1916 by the Sisters of St Joseph, it originally operated as both a primary school (St Cecilia's) and a secondary day and boarding school (St Joseph's). In 1966, the school transitioned to primary education only. A rise in enrolments during the early 1980s led to the construction of additional classrooms. The Sisters of St Joseph withdrew in 1988, and the first lay principal was appointed in 1989.

St Cecilia's continues as a K–6 school, drawing families from across the Wyong area. It is part of the Wyong Parish, along with St John Fisher Catholic Primary School, Tumby Umbi, and St Peter's Catholic College, Tuggerah.

Students are actively involved in Diocesan and community events including Masses, public speaking, debating, sporting competitions, the APSMO Maths Olympiad, ANZAC Day ceremonies, local day-care visits, and TechMatics Day.

Leadership opportunities for senior students include Peer Support, the Kindy Buddy Program, and Youth Ministry. Year 6 attended an overnight excursion to Canberra and a Leadership Camp at Milson Island. Year 5 travelled to Bathurst to deepen their learning in Australian history.

Break Times

Lunch clubs offered in 2024 included:

Gardening Club
Coding Club
Art Club
Lunch Buddies
Choir
Dance Troupe
Chess Club

The Library opens three lunchtimes a week and hosts a Reading Buddies program each morning.

Each morning also begins with the Zen Den a calm, sensory space offering meditation, yoga, crafts, and other sensory activities to help students start their day focused and calm.

Gifted & High Potential Learners

Years 5 & 6 compete in the APSMO Maths Olympiad; Year 4 in the Maths Games. Gifted writers contribute to a termly school newspaper, and Stage 3 students joined a creative

writing immersion with St Peter's. TechMatics Day integrates STEM learning, and select students visited the UNSW Quantum Computing Lab to explore advanced technology.

All K–6 students take part in weekly specialist classes in Japanese, Library, and either Dance/Drama or Music. Students in Years 4–6 also attend a weekly one-hour coding lesson.

Parent Engagement

The Families Leading in Partnership (FLIP) group supports school initiatives and strengthens community connections. Events such as discos, parades, and Mother's/Father's Day celebrations are well attended, with parents volunteering regularly, including on excursions.

To support home–school partnerships, the school hosts goal-setting meetings in Terms 1 & 3. Parents are also welcome to meet with teachers at any point during the year.

In 2024, the Parent Engagement Coordinator (PEC) facilitated a retreat, training sessions, and the 1-2-3 Magic (Positive Parenting and Effective Discipline) three-part workshop.

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
178	160	21	338

* 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 88.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.10	89.70	88.00	88.30	85.80	88.20	89.20

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	28
Number of full time teaching staff	13
Number of part time teaching staff	15
Number of non-teaching staff	6

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.

At St Cecilia's, we offer numerous opportunities for students, staff, and parents to deepen and celebrate their Catholic faith. This is reflected in our rich liturgical and prayer life, sacrament celebrations, faith formation experiences, social outreach initiatives, and demonstrations of our Catholic identity.

Our community actively demonstrates its Catholic identity through whole school and grade level parish masses and liturgies. Grade family masses, supported by our parish priests, strengthen the connection between our school and parish, enriching our family's faith formation. Families are also invited to join grades for faith and learning walks, celebrating special liturgies and sharing their learning.

The sacramental program, organized by the Wyong parish, prepared our year three and four students for Reconciliation, First Eucharist, and Confirmation. This was made possible

through the dedicated collaboration of teachers, families, and the parish, providing strong support for the students throughout their faith journey.

Weekly visits from Father Raul, who led students in song, prayer, and reflection, were eagerly anticipated. These visits allowed students to ask questions, share thoughts, and engage in deeper spiritual reflection, fostering a sense of community and a greater understanding of their faith.

We continued our dedication to social justice and fundraising, supporting organizations like Project Compassion, St Vincent de Paul, and Catholic Mission Month. These initiatives raised awareness and funds for the less fortunate, embracing values of respect, compassion, and justice.

Our Parent Engagement Coordinator (PEC) played a key role in connecting families with the religious life of the school and parish. By promoting school celebrations and encouraging attendance at parish and weekend masses, the PEC created numerous opportunities for students and parents to engage in prayer and social outreach.

A significant highlight was the celebration of the Relic of St Cecilia's Holy Mass and Installation, presided over by The Very Reverend Dr David Ranson. This sacred event allowed our community to connect with our spiritual heritage and the legacy of St Cecilia. The ceremony was enriched by the beautiful performance of our school choir, adding a deeply spiritual and uplifting dimension.

In term four, we began incorporating youth ministry into our programs. This initiative aims to engage younger members more deeply in their faith journey, providing tailored activities and opportunities to explore and express their faith dynamically. The youth ministry has already shown promise in fostering a vibrant and active faith community among our students.

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.

English

In 2024, our Years 3–6 teachers moved into the implementation phase of the new English syllabus. This was supported by weekly coaching with a literacy expert and close collaboration with subject matter expert Tessa Daffern to redefine the literacy block structure. We also began refining a whole-school spelling approach, aligning scope and sequences with phonological, orthographic, and morphological understandings.

K–2 teachers also progressed in implementation. All new staff were trained in Sounds Write Science of Reading program, while Heggerty's Synthetic Phonics remained embedded across all K–2 classrooms. Now in its third year, this program is firmly part of the morning routine, supporting consistency and minimising cognitive load for young learners. It has enhanced phonemic awareness and informed targeted interventions. Assessment data confirms its positive impact on student achievement.

Mathematics

In 2024, we continued implementing the new Mathematics syllabus for Stages 2 and 3, with Early Stage 1 and Stage 1 beginning in 2023. Our focus shifted from place value to teaching through 'big ideas'—core concepts that link multiple mathematical understandings. Teachers identified ideas across strands, developed scope & sequences, and planned rich tasks to deepen student understanding. Growth was measured using pre- & post-assessments, enabling teachers to tailor instruction to student needs. Collaborative and instructional coaching supported teacher practice and understanding of curriculum reform.

Religion

Religious Education and faith formation remained central at St Cecilia's. Early Stage 1 & Stage 1 continued implementing the new curriculum, supported by professional learning to enhance classroom practice. Stage 3 began the familiarisation phase, with teachers attending Reconnect sessions to share insights, ask questions, and prepare for effective curriculum delivery. This ensured a smooth, collaborative transition across the school.

Digital Pedagogies

Digital Technologies continues to be valued amongst the school, staff, students and families. The school identified the 3 main components of digital technologies: skills, technology resources (devices) and teacher knowledge. The school invested over 6 hours of professional learning time for every staff member with the focus of improving digital literacy skills of our team and students. 80 new Dell Latitude Laptops were purchased for student use and ensured all teachers were equipped with a teacher iPad and teacher laptop. Selected stage 2 and 3 students participated in two technology enrichment days (TechMatics) hosted by St Cecilia's. We continued our co-teaching model with Year 6 supporting learning in the classroom and our local daycares where they facilitated enriching technology lessons.

Student Performance in Tests and Examinations

NAPLAN

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

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Cecilia's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	47%	54%
	Reading	65%	66%
	Writing	82%	77%
	Spelling	51%	61%
	Numeracy	71%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	61%	65%
	Reading	69%	71%
	Writing	71%	67%
	Spelling	67%	68%
	Numeracy	59%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Parents have expressed high satisfaction with several aspects of the school in 2024:

Excitement for New Building Works: Parents are thrilled about the upcoming construction of six new contemporary learning spaces.

Playground Upgrades: Fundraising efforts successfully supported the upgrade of the Infants playground.

Social and Emotional Learning: Significant growth in students' social and emotional learning (SEL) skills, with 78% of students 'achieving' in all areas and 17% 'developing', as shown by Second Step data. This led to securing a \$2500 grant for the Roger O'Sullivan Award to extend the Second Step program to local daycares, supporting school readiness.

Relic of St Cecilia's Installation: The installation and Holy Mass celebrating the Relic of St Cecilia's was a community highlight, bringing hundreds together for this historic event.

Families Leading in Partnership: This group continues to see strong family participation, contributing to and supporting school events, learning, and wellbeing initiatives.

Online Safety Education: The Online Guardians program provided practical tips and advice on keeping children safe online, benefiting all parents regardless of their tech-savviness.

Student satisfaction

Students at St Cecilia's continue to report high levels of satisfaction with their school experience. This year has seen further growth in student confidence, engagement, and connection across all year levels. They consistently describe their teachers as kind, caring, and supportive, and value the many opportunities to enjoy break times, including quiet options like the library and various lunch clubs.

The school's strong emphasis on student wellbeing and voice has helped ensure that students feel safe, respected, and listened to. Students have shared that initiatives like the Zen Den, Reading Buddies, and structured playground activities are helping children to feel included, calm and helping foster social wellbeing. Students appreciate being recognised

through Shine Awards and continue to be motivated by the school's culture of respect and positive behaviour.

Students also speak highly of their teachers and the leadership of Principal and Assistant Principal, describing the 'bosses of the school' as approachable, kind and playing a central role in the warm and inclusive culture, they experience every day.

Teacher satisfaction

One year on, staff at St Cecilia's remain proud to be part of a student-centred community that prioritises wellbeing, growth, and achievement. Over the past 12 months, we've seen strong gains in English, mathematics, and particularly in student social-emotional development, supported by our Second Step program. Students are now actively applying these SEL skills managing emotions, navigating friendships, and showing empathy positively impacting both classroom and playground culture.

Our inclusive and collaborative environment continues to thrive, with staff valuing collegial support, mentoring, and shared learning. Continuous Improvement Conversations and end-of-year meetings with the Principal have reaffirmed our strong learning culture and commitment to excellence. Grounded in our Catholic values, and guided by compassionate, solution-focused leadership, St Cecilia's remains a nurturing place for all.

We now look forward with excitement to the 2025 building works, which mark the next step in our journey of growth and improvement.

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	\$4,637,933
Government Capital Grants ²	\$891,382
State Recurrent Grants ³	\$1,223,674
Fees and Private Income ⁴	\$1,127,847
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$241
Total Income	\$7,881,078

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$557,220
Salaries and Related Expenses ⁷	\$4,804,115
Non-Salary Expenses ⁸	\$1,406,310
Total Expenditure	\$6,767,646

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