

2024

ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Ms Natalie Ingram

Web: www.skdydbb.catholic.edu.au

About this report

St Kevin'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

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, and community satisfaction.

The five system goals of the Catholic Schools Broken Bay Towards 2025 strategy provide a clear vision of *providing authentic, professional Catholic education delivered with care and compassion*. The goals are ongoing and provide our school with our focus of learning, faith and community-building in 2024. Throughout the 2024 school year, parents, teachers and students have contributed to these goals through a great variety of initiatives which are outlined in this report.

The school's Mission is underpinned by our school logo, United in Love, which is held in high regard throughout the school community. Our school values: hope, dignity, compassion and tolerance are celebrated and recognised in our students via the Principal Awards presented each fortnight.

In 2024, the school has placed greater emphasis on reconnecting and refreshing our PBL framework – Positive Behaviours for Learning. A refresh for our students, teachers and families of how we show we are safe, respectful, responsible and proud members of St Kevin's included many opportunities for student voice, as well as a new United in Love heart token reward system across the school.

Sensory walls have been created around the school for additional options during playtime, with a Lego wall, a toy car racetrack and a magnetic writable wall installed around the school.

St Kevin's received a sustainability grant from the Northern Beaches Council this year and have installed compost bins in the fairy garden to cut down on food waste going into landfill. Special thank you to Northern Beaches Council and to Ms Goldspring, Mrs Kew, the SRC and the Sustainability team for their efforts with this initiative.

Mrs Amanda Kew is the new Parent Engagement Coordinator for St Kevin's and St John the Apostle. She has made great connections with the St Kevin's families since her start in June 2024. She works closely with the school, parish and parents.

Parent Body Message

In 2024 we had a new team of parents leading us in the P&F, bringing a new energy and new ideas to support and promote the parent-school partnership at St Kevin's school. Catholic Schools Broken Bay '*Working in Partnership: Parent Charter*' publication has been an important tool to support a shared understanding of the parent-school partnership. The

message is conveyed by the principal prior to enrolment through informal conversations during school tours and via more official gatherings such as Open Days. The school recognises that parents are the first educators of their children and for students to thrive and establish themselves as learners, the parent school partnership must be present.

The P&F decided their focus for 2024 was **Community, Culture** and **Connections**. **Community** – being involved in the life of the school. **Culture** – embracing the many and diverse cultural backgrounds that make up our school. **Connections** – building connections across families within each class as well as across the school.

Parents recognise the many and varied opportunities to engage in the life of the school through their contribution to the Parents and Friends (P & F). One meeting is held each term and parents are encouraged to attend, either by attending in person or via Zoom. An agenda is sent prior to the meeting to enable parents to raise questions and have a voice. Support for school activities and contributions to school finances are made through an annual fundraiser, which supports the purchase of technology. The executive committee of the P & F serves as a consultative body for the principal who uses the feedback to collaboratively plan for whole school initiatives.

Our parents welcome the open door policy that exists between the classroom teachers, parents and the principal. Parent feedback regarding communication is positive and school matters are dealt with in a timely fashion.

Student Body Message

Senior student representatives reflected on the broad and diverse leadership opportunities available to Year 5 and Year 6 students, who are recognised as school leaders for two years.

This year marked the second year of having school captains and vice-captains, who played a key role in guiding the school community. Student leadership opportunities included Mission leaders, Sustainability leaders, Library leaders, SRC leaders, Colour House leaders, Technology leaders, and School leaders. Students particularly valued the addition of a classroom teacher assigned to each leadership group, providing a reliable point of contact. Teachers met with their groups to ensure the smooth organisation and execution of projects within each leadership role.

Year 6 student leaders also participated in leadership days, including the beginning-of-year leadership day, mission day and the reflection pilgrimage. These experiences helped them explore the true meaning of leadership, courage, teamwork, resilience, and the importance of adapting to challenges.

The Year 6 leaders appreciated the recent addition of student sport shirts, which defined their identity and strengthened their unity as a respected group of leaders.

Additionally, our Year 6 leaders had the opportunity to participate in the 2024 ANZAC Day service, where they showed reverence by laying a wreath. Their connection with the Parish partner school (St John the Apostle, Narraweena) was also strengthened through a soccer tournament that emphasized skill and sportsmanship and allowed our leaders to connect/reconnect with other children who are going to their prospect high schools.

At our school, leadership is viewed as a privilege, and students approach their responsibilities with pride, responsibility, and dignity. Throughout the year, our leaders have underpinned these values and inspired to our school motto "United in Love".

School Features

St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located within the suburb of Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the Northern Beaches of Sydney. Our school motto, United in Love, gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3rd June and it is a day of whole school celebration which includes a whole school liturgy and celebration.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. The provision of a Catholic Schools Broken Bay (CSBB) coeducational option at St Paul's, Manly, means that both boys and girls have that provision for enrolment for 2025. This offers a clear pathway for all CSBB students. A clear focus on improving the resources, pedagogy, and learning environment with access to specialist teachers, classrooms, and resources in a contemporary setting for our Stage 3 students will be real point of difference for St Kevin's. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and Year 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches cluster of schools and all twelve primary schools are present at all cluster sporting events and gala days. Debating and public speaking are co-curricular programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. The student leadership program is valued and well supported by the school community.

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
91	98	111	189

* 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 91.50%. 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
92.00	92.10	91.30	93.20	90.30	91.50	90.00

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	15
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	2

Total number of teaching staff by NESA category

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

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

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

Guided by the school motto "United in Love" the school of St Kevin's and Warringah Parish have united to celebrate the religious education life of the community. The transparency of the school's faith connection was empowered and supported by Father Resty, Father Jose, Father Savino and the wider parish community.

At St Kevin's we support the vision of Catholic Schools Broken Bay, of providing an authentic, professional Catholic education delivered with care and compassion.

The school maintained its strong connections with the Warringah Parish and were able to celebrate the liturgical year guided by our religious identity, student evangelisation, faith formation, worship, and social justice actions. The school gathered to mark memorial milestones, celebrating the feast day of our patron saint, St Kevin, Holy Week, Mother's Day, Father's Day and more. Our school community focused on developing its youth ministry

presence, changing the structure and timing of our termly family Mass gatherings. Having the students partake in all opportunities of the Mass, encouraged attendance.

The Parish Sacramental Program continued to be supported by the school, liaising alongside the REC and teachers to best prepare the students and their families undergoing the sacramental journey. Students in Year 3 participated in their first sacrament of Confirmation, where the Bishop attended. Students in Year 4 continued their sacramental journey partaking in Reconciliation before receiving the sacrament of Holy Eucharist. The parental involvement and support highlighted the important role parents play in their child's faith development.

As part of staff spirituality, staff were provided with the opportunity to follow in the footsteps of Christ and look use the gift of the Holy Spirit to look after ourselves which included training for Eucharistic Ministry. Our strong connection to one another was witnessed and provided the staff with the blessings to be thankful for the year that has passed entrust the values of faith, hope, compassion, dignity, acceptance, and love as change occurs into the 2025 new year.

Social Justice initiatives continues to be generously supported by the school community. Some Social Justice initiatives this year involved Catholic Mission, Caritas, and St Vincent de Paul.

The new RE Curriculum was continued in our K-2 classrooms and was also warmly welcomed into our Stage 3 classes where students enjoyed using a journal to record their thinking and respond to presentations throughout the units. With explementary responses, the students work was showcased with Catholic Schools Broken Bay Evangelisation team. Teachers in Stage 2 and REC attended professional learning to continue the implementation of the curriculum in 2025.

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.

St Kevin's provides an authentic, professional Catholic education, delivered with care and compassion. We have a purpose of inspiring hearts and minds to know Christ and to love learning. Our mission is to ignite a passion for learning and encourage a deep connection with Christ, shaping students into lifelong learners who actively contribute to society as thoughtful citizens.

Our teachers designs learning with interactive, personalised experiences that foster collaboration, critical thinking, curiosity, and a true passion for learning. We aim for every student to have success in all aspects of learning and achieve positive and meaningful educational outcomes.

In line with the Diocesan approach to develop a collaborative culture of continuous improvement, our focus areas in 2024 have been continued professional development of the NSW Curriculum Reform and implementation of the K-10 (K-6) English and Mathematics syllabuses through Collaborative Coaching and weekly staff professional learning meetings. Through shared expertise and continuous professional development, our teaching staff has not only honed their skills but also created a supportive environment that translates into improved student outcomes. The Assistant Principal works as a Collaborative Coach; working closely with all teachers to analyse, plan, act, and review effective approaches that bolster student learning and evidence of academic growth.

St. Kevin's places a high regard on sports and celebrates student sporting achievements following all key events in our diocese. We organise yearly swimming, athletics, and cross country carnivals, providing avenues for students to advance to Diocesan, Polding, and State levels in these sports. In 2024, St Kevin's students have represented us at zone, Diocesan and Polding level across swimming, soccer and athletics. For the first time in years, we have also had one of our Year 6 students representing us at the State level in the 100m sprint – finishing as the 10th fastest 12 year old in NSW.

In Years 3 to Year 6, students can engage in Eagle Tag/Touch, Netball, Tennis, Soccer, and Cricket Gala Days. We also use our Sporting in Schools grants for additional K-6 sport

sessions in soccer, gymnastics and finishing with a surf education program at Dee Why Beach in Term 4.

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 Kevin'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	58%	54%
	Reading	62%	66%
	Writing	81%	77%
	Spelling	73%	61%
	Numeracy	62%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	65%
	Reading	72%	71%
	Writing	67%	67%
	Spelling	67%	68%
	Numeracy	50%	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 at St Kevin's recognise the many and varied opportunities to engage in their child's learning which include, attending parent education sessions, contributing comments to students' classwork via Seesaw and attending and supporting various school functions.

Opportunities exist for parents' engagement and involvement through the work of our Parents and Friends (P&F) community who in 2024 have sought to highlight the importance of the parent school partnership which has been the mantra of the school leadership team for many years. The CSBB "[Working in Partnership](#)" Parent Charter has been an important document to support this partnership and has been shared with all St Kevin's families.

Parents highly value the work of the classroom teachers and the visible presence of the teachers including the principal. Through reports provided by the P&F president, teachers have been acknowledged for their generosity of time and energy, ensuring each student is the best they can be. Parents have offered demonstrations of appreciation through special times of the year, such as World Teachers Day, recognising the important work of the classroom teacher.

Student satisfaction

Anecdotal evidence and feedback was sought in the form of an exit survey from the Year 6 student leadership team. The overall results indicated that student satisfaction remains high for 2024.

In particular, students stated the opportunity provided to them by way of the spilt lunch timetabling which gave all students greater autonomy on the playground. All students surveyed relished the idea of a bigger space and were grateful to have the means to make this a reality for a few days of the week. Additional timetabling in response to changing needs has been well received, as have the addition of new sensory wall play spaces (Lego, road-tracks and whiteboard spaces).

In response to feedback from 2023 Year 6 students, modifications were made to the buddy system to allow for more time where the senior students work with their Kinder buddies, particularly across Term 1. The senior students are called upon to assist with more

educational tasks, alongside supporting the younger students at lunchtime and during assembly time.

Teacher satisfaction

The feedback in 2024 was gathered through anecdotal evidence and by providing a culture where teacher voice is valued.

A CSBB Culture Survey provided information at a system as well as school level. St Kevin's staff identified as feeling very supported by the leadership at the school, that there is a real strength in the collaborative nature of the staff as well as in the commitment to the care of the students at St Kevin's.

On the whole, teachers value wellbeing weeks and the efforts made to acknowledge their work. The absence of staff meetings and the thoughtfulness of a coffee in wellbeing week was considered a reward by most teachers and highly appreciated. Various activities offered in wellbeing week are due to the efforts of the Student Representative Council (SRC) team.

To support teacher workload and in association with the ongoing curriculum reform, the school made the decision to purchase additional resources to support the teaching of English and Mathematics across all classrooms. The teachers were extremely grateful and the resources were well received. These resources will be able to be used each year as they are linked to specific grades.

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	\$2,443,899
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$643,486
Fees and Private Income ⁴	\$653,123
Interest Subsidy Grants	\$8,577
Other Capital Income ⁵	\$134
Total Income	\$3,749,221

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$85,018
Salaries and Related Expenses ⁷	\$2,657,515
Non-Salary Expenses ⁸	\$780,125
Total Expenditure	\$3,522,659

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