

2024

ANNUAL SCHOOL REPORT



Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mrs Pauline Dinale

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About this report

Holy Family 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

It is with great pride that I present the 2024 Principal's Report for Holy Family Lindfield. Guided by our school motto, Strength and Gentleness, we have focused on fostering academic excellence, spiritual growth, and student wellbeing in a supportive, welcoming and inclusive environment.

Inspired by the work of St Brigid, we have endeavoured to live out her example of service, compassion, and community. We are particularly proud of our faith-based initiatives, including participation at regular Masses, prayer services, and sacramental programs such as First Holy Communion, First Reconciliation and Confirmation and deepening students' understanding of Catholic traditions. Stewardship of God's creation including the sustainable use of resources and outreach to the poor are a priority for the school community.

Holy Family is an outstanding school providing high quality learning experiences. Our students have excelled academically, with strong progress in literacy, numeracy, and STEAM education. Teachers have employed innovative and differentiated teaching practices to meet the diverse needs of our students.

Pastoral care and wellbeing remain a priority, with a focus on social-emotional learning, resilience, and mindfulness. Restorative practices have helped students resolve conflicts positively, fostering a respectful school culture. This year we introduced "Friendology" a whole school program to help students build positive relationships by teaching valuable social skills and fostering inclusivity. Through fun activities and discussions, it encourages empathy, teamwork, and support among peers.

The school's positive relationship with families and the broader Lindfield community has remained strong, with active participation in school events and local outreach programs. Our school, parent and parish partnership continue to play a key role in building a vibrant school community.

Staff professional development has been crucial in ensuring high teaching standards by emphasising inclusive education, fostering collaborative practices, and supporting the new curriculum reform. This ongoing growth enables educators to better meet diverse student needs and continuously improve the learning environment for all.

It is both an honour and a privilege to collaborate with the parish, students, parents, teachers, and staff in leading our school.

Parent Body Message

In 2024, we continued to focus on bringing our school, family, and parish communities together, strengthening the connections that make Holy Family so special. The P&F has worked to create opportunities for parents, children and staff to celebrate, connect, and support one another throughout the year.

Our 48th Lindfield Art Show and Fair was once again a highlight, showcasing incredible art, live entertainment, and the generosity of our volunteers. Community events such as the Welcome BBQ, Mother's and Father's Day breakfasts, Grandparents' morning tea, school disco, and Colour Fun Run brought families together in the spirit of fun and fundraising.

We have also continued our strong support for Music & Performing Arts, ensuring students have enriching opportunities through the school band and Zing Active dance programs. In addition, our Green Team initiatives have provided hands-on learning experiences, allowing students to engage in caring for our environment in meaningful ways.

None of this would be possible without the dedication of our volunteers, school staff and families. Your enthusiasm and generosity continue to define our community, and we are grateful for all who contribute their time and energy to making Holy Family a vibrant and welcoming place for all. Together, we will continue to build, support, and grow.

Student Body Message

"Leadership is more than a shiny badge – We as leaders always see the leadership potential in everyone around us, and together we can make a difference." - 2024 School Leadership Team.

Here at Holy Family, we inspire leadership in each student through our Leader in Me Program. We believe that anyone can be a leader, and we explored the different aspects of leadership in 2024 because we support the fact that we are all unique, and that we all have our own ways of expressing our leadership.

Opportunities

2024 was a year filled with opportunities. We had the privilege of representing our school in many areas, from Tournament of the Minds to Public Speaking, Debating and sports clinics. We also entered the Interschool Zing Dance competition which was a memorable experience for both the students and the teachers, who won their performance! We are proud to wear the school crest on our uniforms with confidence.

Social Outreach & Community Service

We also contributed to our community through social outreach fundraisers such as Rice Day and Socktober. With donations to Vinnies, Catholic Mission and Caritas, we helped the less fortunate, as God's Mission calls us to do. We were also involved in the Parish and our local

communities, through the combined Parish and School Christmas Concert, the Kuring-Gai Remembrance Day ceremony and more.

In 2024, the students of Holy Family have truly developed into Respectful, Responsible leaders, embodying our school motto of Strength and Gentleness with pride and passion.

School Features

Holy Family Catholic Primary School Lindfield is a Kindergarten to Year 6 Catholic systemic co-educational primary school located in the combined parish of Lindfield and Killara. The school takes great pride in its rich traditions and historical legacy. It was established in 1927 by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the school and that link continued until 1998. A new school was constructed on the land adjacent to the parish church and was opened in 2000. The Brigidine tradition and the powerful motto Strength and Gentleness are fostered within our Christ-centred community and pervade the school. The school plays an important role in the community through its ongoing support of outreach programs.

Holy Family prioritises student-centred learning, incorporating digital technology and tailored learning environments. We recognise the uniqueness of each individual and are committed to excellence in teaching and learning. Collaborative Coaching supports teachers in a school wide plan to improve student learning. Intervention teachers collaborate, fostering a team approach for personalised instruction. Specialist teachers deliver lessons in Physical Education, Music, Drama and STEAM lessons. A range of co-curricular programs are available including chess, band, strings, choir and Mandarin lessons.

Our teachers are motivated, highly professional and committed to lifelong learning. The school is a nurturing, supporting and caring faith community and Jesus is central to all aspects of school life. We are committed to Catholic discipleship, where the dignity of all people is valued and respected.

Schoolwide Positive Behaviours for Learning (SPBL) and Leader in Me programs have been embedded with a focus on Be Safe, Be Respectful and Be Responsible. Students are encouraged to develop conceptual understandings, apply their knowledge to problem solving tasks and demonstrate creative and critical thinking.

Student voice is in part facilitated via a Student Representative Council (SRC). One member from each class from Years 2 to 6 is elected to the SRC serving a semester. The Year 6 School Leadership Team form the executive and serve the full year. The purpose of the SRC is to foster leadership, responsibility, and collaboration among students. A buddy system operates between senior students and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends Association. The P&F organizes events, fundraising activities, and initiatives that benefit the students and the broader community. The P&F provides a platform for parents to share ideas, collaborate on school projects, and support their children's educational experience.

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
129	119	156	248

* 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 93.10%. 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
93.30	94.20	92.10	94.70	92.30	92.40	93.20

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	18
Number of full time teaching staff	9
Number of part time teaching staff	9
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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

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

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

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

Catholic Identity and Mission

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

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

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

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

The religious dimension at Holy Family school includes the Religious Education curriculum, the liturgical, sacramental and prayer life and the opportunity to engage in activities that build Christian community and reach out to those in need. These belong to the life of the whole school. We work in partnership with parents and the parish community to provide an authentic Catholic Education.

Students in Kindergarten to Year 2 engage in Religious Education sessions beginning with each student being called by name into the sacred space. They move with grace and courtesy and they pray. The teacher then delivers a scriptural presentation using concrete materials and the students respond through their choice of activity. The teacher quietly speaks to students about what they are doing through questioning techniques. Sessions conclude with a plenary as they share their learning. Students in Years 3 & 4 engage in experiences aimed to deepen their understanding of content, while making meaningful connections to their lives. Years 5 & 6 students trialled the new CSBB Religious Education

Curriculum in 2024. The curriculum follows the Liturgical Year, which enables us to remember and celebrate the birth, life, death, Resurrection and Ascension of Jesus Christ. Student experiences of prayer and the liturgical year are embedded into the units and draw on Youth Ministry principles. Students participated in many communal prayerful experiences in class and as a school community. Celebrating feast days, as well as Mothers', Fathers' and Grandparents' Days. Students, staff and families were offered faith formation opportunities and Catholic students received their sacraments through parish programs. All students were invited to enter the Religious Creative Arts Competition, based on the theme of "Joy" and some entries won prizes in their categories.

Jesus commissioned his disciples to work in his name, and through Baptism we share in the same mission. Working for justice is a fundamental to our mission. In the same way that Jesus carried out his mission as a response to his relationship with the Holy Spirit, we respond to the Holy Spirit. Any work for justice and peace must be united to our prayer and liturgy. In Church teaching, justice and love always go together. We hope our students at Holy Family see that work for justice and peace is work for the Kingdom of God. This work is based on love of neighbour, self and God. Love and justice are intertwined. We cannot have one without the other. We proclaim the Kingdom of God by building justice and peace and celebrating the liturgical and sacramental life of the community. Our call to service this year involved fundraising initiatives for Catholic organisations, including Caritas, Catholic Mission and Saint Vincent de Paul.

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.

Holy Family staff are dedicated to continuous improvement in teaching and learning. The school has streamlined processes to collect, analyse, and respond to student data. A culture of data gathering, storing, interpreting, and reviewing is evident, leading to enhanced teaching practices, increased student engagement, and improved learning outcomes. Teachers use data to recognise student needs and develop effective teaching strategies aligned with the Australian Professional Standards for Teachers.

Leaders work closely with teachers through a Collaborative Coaching model to set high expectations and provide explicit teaching. This includes individualised attention and timely feedback to guide students' learning and goal setting. A review of the school's assessment approach has improved methods for collecting and analysing student achievement data using tools like PAT, NAPLAN, Sound Waves Spelling and ongoing formative assessments.

Specialist teachers in Music, Sport and STEAM offer enriching experiences. Technology helps connect students to both local and global learning opportunities. Students engage in a variety of sports, including dance, athletics, volleyball, gymnastics, netball, football, and soccer, along with programs like Surf Education, swimming, and athletics carnivals.

The school values student diversity, including EAL/D learners, students with special needs, at-risk students, and gifted learners. A collaborative approach between teachers, parents, and students supports individual learning needs. Intervention programs and Individual Learning Plans assist students with additional needs. Gifted students are offered a variety of rich, open-ended activities allowing them to explore complex topics, develop advanced skills, and to foster deep thinking.

Student wellbeing focusing on developing leadership skills and preparing students to thrive in a changing world. This emphasis on resilience, perseverance, and social-emotional learning contributes to more confident learners and improved academic results.

Building teacher capacity is prioritised, with staff engaging in collaborative coaching, staff meetings, and development days aligned with the School Improvement Plan. In 2024, professional learning focused on topics such as Catholic Schools Broken Bay Strategic Plan,

Spirituality Day, Curriculum Reform - Mathematics and English Syllabus, data analysis, and addressing diverse learning needs.

Additional professional learning included training in the new Religious Education syllabus, Principal Coaching, leading collaborative coaching, Whole School Improvement, Middle Leaders Program, mentoring for early career teachers, and compliance training in safeguarding, work health and safety, First Aid and Continuous Improvement Conversations.

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 Holy Family 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	95%	54%
	Reading	100%	66%
	Writing	100%	77%
	Spelling	100%	61%
	Numeracy	95%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	64%	65%
	Reading	53%	71%
	Writing	87%	67%
	Spelling	71%	68%
	Numeracy	79%	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, various feedback mechanisms were used to gauge parent satisfaction including: emails, letters, verbal feedback, and insights from the North Shore Review. The data highlighted parents highly valued the promotion of Catholic values, small school size, and individual attention and extracurricular opportunities.

Parents praised the delivery of high-quality learning and teaching, commending the professional, caring, and supportive staff who meet individual student needs in a safe, and inclusive environment.

Parents expressed satisfaction with initiatives fostering learning, wellbeing, and faith formation, including:

- Community engagement events like the Colour Fun Run, social gatherings, and fundraising (e.g., Lindfield Art Show)
- Student-centred activities such as St Brigid's Group, Running and Homework Club, sporting events, SRC
- Facilities upgrades including playground facilities, technology and classroom presentation
- Opportunities for students to engage with neighbouring schools through events like Public Speaking, Debating, and Enrichment programs

The school will continue to work in partnership with parents throughout 2025, offering various engagement opportunities.

Student satisfaction

At Holy Family, there is a strong emphasis on promoting student participation and engagement in the learning process. Students are actively encouraged to provide feedback, with a focus on acknowledging achievements and addressing any concerns they may have regarding their community.

According to student surveys and feedback, there was notable satisfaction in various aspects, including the presence of supportive friendships, caring teachers, and a nurturing

community atmosphere. Students expressed satisfaction with the diversity of activities available. They perceived that there were clear, high and consistent expectations.

Students indicated that the key highlights of 2024 included:

- Colour Fun Run, school disco, reading initiatives, including Book Week
- Year 5/6 Leadership camp and the Leader In Me program
- Inter-school Debating, Public Speaking Competitions and Enrichment Days
- Youth Ministry Retreat
 - Student Representative Council (SRC), Peer Support, Buddies and lunchtime clubs
 - Sporting events, including the Athletics Carnival, Cross Country, gala days and inter-school sports
- Extracurricular activities, including Choir, Drama, Chess, Coding, Running and Homework Club

Teacher satisfaction

Holy Family staff expressed high satisfaction with the school, assessed through surveys, Collaborative Coaching, mentoring, staff interviews, and evaluations of the Annual Improvement Plan.

In 2024, staff highlighted strengths including a close-knit, welcoming community, committed educators, high academic expectations, and positive relationships between students, teachers, parents, and the parish. Staff valued the opportunity to engage in prayer, outreach, and wellbeing initiatives.

Teachers engaged in Professional Learning particularly in English, Mathematics, and Religious Education to build teacher capacity using the CSBB Pedagogical Framework. Collaborative Coaching has enabled teachers to improve student engagement and achievement. School leaders contributed to a safe, inclusive environment, providing constructive feedback to improve teaching practices.

Staff emphasized the school's strong community spirit, student happiness, and welcoming environment for both students and parents. Teachers felt academic programs, particularly in literacy and gifted education, had been enhanced.

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	\$2,020,512
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$378,282
Fees and Private Income ⁴	\$1,430,930
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$175,030
Total Income	\$4,004,754

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$270,578
Salaries and Related Expenses ⁷	\$3,345,144
Non-Salary Expenses ⁸	\$1,299,296
Total Expenditure	\$4,915,018

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