

2024

Annual School Report

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TOGETHER IN CHRIST



St Bede's Catholic College

24A Heritage Drive, CHISHOLM 2322

Principal: Mr John Murphy

Web: <http://www.chisholmsb.catholic.edu.au>

About this report

St Bede's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

With St Bede's having become a full Year 7 – 12 school last year, 2024 was a year of continued growth, expansion, and achievement. The fourth and final of the buildings was completed and occupied by the end of Term 1. This included a state-of-the-art indoor basketball/hall area, a gymnasium, and a Performing Arts Centre.

The design of the school is based around the provision of contemporary and flexible learning spaces in a mix of open and closed learning spaces. The four buildings are interconnected by expansive thoroughfares, referred to as the Peregrine Trail, with break out flexible learning spaces, locker, and storage facilities. The excellent facilities enhanced learning opportunities, engagement, and choice of subjects to cater for the wide diversity of student interests, aptitudes, abilities, and career pathways.

Enrolment numbers throughout 2024 continued to increase to over 850, with Years 7 – 10 at their capacity of 180 per year group.

There were outstanding results in co-curricular activities. Included in our sporting success was our U16s Boys Soccer Team making the semi-finals of the New South Wales Combined Catholic Colleges Knockout and the U'16s Girls Futsal team making the final in the Australasian champion of champions' event. Our sporting rankings in the Diocesan Secondary Sports Competition improved from 9th to 3rd. We had twelve of our students perform key roles in Aspire, with one student playing the lead role.

There were strong indicators of St Bede's being true to our core mission of being an authentic Catholic school community that provides a moral and spiritual sense of purpose for all students, irrespective of their religious backgrounds. These included a strong prayer and liturgical life with positive student involvement and engagement, the presence of our local Priests, the success of the Year 11 Retreat, and the impressive performance growth of Year 10 students in the Diocesan Religious Literacy Test.

The two key annual strategic goals for 2024 of the embedding of a Catholic worldview and perspectives across the curriculum, and a whole school plan for the delivery of the new curriculums were both achieved. The sense of partnership between staff, parent/carers and students were the key to St Bede's enjoying such a successful year.

John Murphy (Principal)

Parent Body Message

At St Bede's one of the main opportunities for parents/caregivers to be involved in the life of the school is the Parent Engagement Group (Parent Forum) meetings. These meetings enable discussion of current topics and for lines of communication to remain open.

St Bede's was represented in the Diocese Federation of Parents and Friends Association by two parents who were also involved each term in formulating Parent Forum Agendas by highlighting current issues. Throughout 2024, these representatives were invited to important College events such as the official opening of Stages 3 and 4 of the building works and the Year 12 Graduation ceremony.

A high priority continues to be placed upon the development of positive relationships between staff and parents via clear communication processes that include fortnightly newsletters, the student planner, electronic notifications, social media, and the use of Compass.

Michelle McDonald & Kristy Muxlow (Parent Representatives)

Student Body Message

As 2024 concludes, we reflect on a transformative year, epitomising "Shine with Christ's Glory."

The new learning spaces and courts have greatly enhanced our environment, fostering collaboration, creativity, and physical well-being, serving as hubs for academic and athletic pursuits.

Our ASPIRE performing arts program reached new levels, with a standout musical production showcasing the immense talent and passion of our students. The arts continue to offer a space for self-expression, connection, and storytelling.

In sport, we celebrated notable achievements: the U16 Boys Soccer Team reached the NSWCCC semi-finals, and the U16 Girls Futsal Team advanced to the Australasian Champion of Champions final. Our Diocesan sports ranking improved from 9th to 3rd, reflecting our commitment to teamwork and excellence.

As the second Year 12 cohort graduated, we built upon past foundations, supported by dedicated staff and peers. Life at St Bede's is characterised by deep community bonds, friendships, and growth opportunities. The lessons learned and connections made will last a lifetime.

This year has been one of significant growth and transformation, highlighting a bright future for the College.

Thomas Bendeich (College Captain)

School Features

St Bede's opened in 2018 with 106 students and eleven full-time teachers. Since that time, the College has grown into a full Year 7 – 12 Co-educational Catholic College, with the foundation students having graduated in 2023. St Bede's is located at 24A Heritage Drive Chisholm, located within the Maitland Region. The College has approximately 850 students with 180 students in Years 7 – 10, with smaller size cohorts in Years 11 & 12. As the numbers increase in Years 11 & 12, enrolment numbers are expected to increase to over 1,000 students in the coming years.

St Bede's accepts students from both Catholic and non-Catholic schools. Included in the surrounding areas where enrolment applications are accepted are Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth, Thornton, Beresfield, and Tarro.

The College offers outstanding learning facilities, with all buildings now fully completed and furnished. The architectural design, and the high quality of the building works, furniture and fittings means students attending St Bede's are provided with outstanding purpose-built learning facilities to maximise wellbeing and learning opportunities. The final stage of the building works at the back of the school, including the oratory/chapel, oval, cricket nets, and handball courts will be completed early next year.

The two local feeder schools are St Aloysius Catholic Primary School, located next door to the College, and Our Lady of Lourdes Catholic Primary School, located in the nearby suburb of Tarro. About half of our students come from these two feeder schools with the other half coming from a range of Catholic and non-Catholic schools. Additionally, students are accepted from St Joseph's Primary School East Maitland. We have a close connection with our two local parishes, Our Lady of Lourdes, Beresfield and Immaculate Conception, Morpeth.

A Parent Engagement Group (PEG) met each term. Included at these meetings, were presentations from guest speakers, our two Parent Representatives, the College Executive, question/answer sessions and optional building tours.

There were high participation rates in the College's diverse co-curricular program, including in sport, music, drama, debating, public speaking, and excursions. Students enthusiastically participated in a diverse Friday afternoon sporting program which included a range of inter-school competitions, such as Touch Football, Oztag, Soccer, Futsal, Rugby League, Netball. Some students were selected in representative teams, including Diocesan, State, and national teams. Included in overnight student events were the Year 7 Camp and Year 11 Retreat.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
456	395	70	851

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2024 was 87.57%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88.28	87.10	86.24	84.20	88.68	90.89

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Professional Officer for School Enrolment is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	7 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The graduating Year 12 class of 2024 chose a range of post school pathways. Of the 76 students, 44 students did not apply through UAC and 32 students did apply. Of those 32 students, 28 students received an offer and 4 did not receive an offer through UAC.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	106
Number of full time teaching staff	66
Number of part time teaching staff	15
Number of non-teaching staff	25

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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 College.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Bede's Catholic College launched its new Vision and Mission statement at the beginning of 2024. Our Vision and Mission states that we will:

1. Act with Courage: Grow in strength of character, Build persistence and resilience, Strive for justice and peace.
2. Thrive with Knowledge: Ignite passion for knowledge and truth, Empower lifelong learning and global citizenship, Nurture a collaborative and creative environment.
3. Connect with Community: Respect the dignity of each person, Foster harmonious connections through empathy and inclusivity, Respond to the call to serve others.
4. Live with Faith: Seek and nourish encounter with God, Act as stewards of God's creation, Share the love of Jesus and the joy of the Gospel.

The key aspects of the Catholic identity of St Bede's Catholic College in 2024 were:

- The celebration of the liturgical year through liturgy and prayer. This included liturgy and prayer for opening the school year, Ash Wednesday, Holy Week, Easter Season, Advent, farewelling Year 12 and House Feast Days.
- The celebration of St Bede's Feast Day. This included a whole College liturgy, which was followed by a range of food and activity stalls operated by Houses.
- The Blessing and Opening of the Marian and McAuley buildings, which was presided over by Bishop Michael Kennedy.
- Visits from Fr George Anthicad, Fr Camillus Nwahia, Fr Priyantha Fernando and Fr Paul Chackanikunnel, who led us in liturgical celebrations.
- Years 7, 8, 9, 10 and 12 students participating in formational Reflection Days.

- Year 11 students participating in a three-day Retreat, focussing on the theme of 'Journey', at the Francis Retreat Centre in Bonny Hills.
- Participation in Diocesan and community events, including the launch of Project Compassion and Catholic Mission Month, Catholic Schools Week, and the Senior Student Leaders Retreat.
- Continued involvement in a range of social justice issues through Project Compassion, Catholic Mission, Stella Maris, St Vincent de Paul Society, and The Holy Child Program.
- Celebration of a monthly, before-school Mass, which is open to all staff and students.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The College delivers the curriculum as required for NSW Education Standards Authority (NESA) registration as a 7-12 school under the Education Act 1990 (NSW). The College has further established processes to implement curriculum requirements of the Catholic Schools Office (CSO). In accordance with NESA requirements, curriculum design is based on outcomes and content for each learning area along with general capabilities for learning across the curriculum. Operating a fortnightly timetable, lessons are 60 minutes which meets required indicative timing for NESA.

Stage 4 and Stage 5 comprise of 180 students. Students are grouped into 6 streams in English, Mathematics, History/Geography (HSIE) and Science and 8 streams of Religious Studies, Music, Religious Studies, and Personal Development, Health, and Physical Education (PDHPE). A key feature of the curriculum at the College is the incorporation of learning across courses. Stage 4 English and HSIE is delivered as an integrated course, while Science and Mathematics run a concurrent integrated program in Year 7. Mathematics continued with the individualised learning program 'Mathematics Pathways' across Stage 4. In Year 8, students replace Music with Languages (Chinese and German) and Visual Art. The purpose of the integration of the curriculum is to develop transferable knowledge and skills, essential for deep and transfer learning. As the reformed curriculum is implemented there is an intentional focus on seeking opportunities to strengthen cross-curricular initiatives which the College is known for.

Increased cohort numbers have allowed course diversity to be expanded, catering for a wider range of student interest and ability. The number of elective courses offered in Stage 5 have increased to accommodate student use of and engagement in learning in specialised

classrooms such as technology spaces and the health and fitness facilities. A Mathematics accelerated class in Year 10 completed the End of Course Preliminary Examination in Mathematics Advanced. There has been an intentional strategy to increase the vocational education options for students with an expended VET program and greater promotion of SBAT and TAFE courses. Students who excelled in Preliminary courses such as English Advanced, Mathematics Advanced along with Modern and Ancient History can take one- and two-unit extension courses to pursue their interest and ability in these areas.

Personalised learning continued to be an important aspect of the College. A focus of professional learning this year was to close the gap between student potential and achievement with Learning Support, the Pedagogical Mentor and Gifted Education Mentor delivering high quality and impactful professional learning to staff.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools 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 Bede's Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	61%	61%
	Reading	76%	67%
	Writing	71%	65%
	Spelling	73%	72%
	Numeracy	68%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	52%	55%
	Reading	66%	63%
	Writing	61%	61%
	Spelling	74%	72%
	Numeracy	53%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The 2024 HSC students are the second cohort of graduates from the College. Compared to 2023, there was an increase in the number of courses above state average which was indicative of the sharp and narrow focus on developing a strong and effective HSC culture among staff and students. 30% of students achieved in the top two bands which was similar to that achieved by students in the previous year.

Teachers collaborate with Leaders of Learning to report the HSC results, and this informs the School Improvement Plan. Continued growth is expected in the coming years as high standards of student achievement are a key focus of school improvement. The College is

committed to providing an education that reflects excellence in teaching, learning and innovation. Our goal is to establish student achievement which ensures St Bede's is the school of choice in this area. The 2024 HSC results have provided an impetus for change and has provided a platform for targeted and rigours strategies for improvement.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2022		2023		2024	
	School	State	School	State	School	State
Business Studies	-	-	10 %	36 %	47 %	37 %
Community & Family Studie	-	-	39 %	36 %	62 %	36 %
Industrial Technology	-	-	14 %	24 %	67 %	23 %
Personal Dev,Health & PE	-	-	13 %	31 %	36 %	35 %
Visual Arts	-	-	94 %	66 %	83 %	67 %
Construction Exam	-	-	-	-	100 %	47 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Community satisfaction information was gathered through the Tell Them From Me (TTFM) survey, feedback from events such as information evenings, and the Parent Engagement Group (PEG) Group. Parents provided positive feedback regarding the high expectations for student learning and behaviour. Parents echoed students' positive feedback on the faith life of the College.

Parents attended events showcasing student work, such as the 'Drawn In' Creative Arts exhibition and musical recitals. Information Evenings saw increases in parent and student attendance due to revised timings and structures. These evenings coincided with significant educational milestones, including the transition to Secondary School, Stage 5 & 6 Course Selection Seminars, and a HSC Information Evening.

Recognising the need to increase family participation in College life, the nature of parent and carer engagement was reimaged. Feedback from families was obtained after events such as information and showcase evenings. The strong attendance at these events reflects robust family support, and the feedback indicates that the College is meeting family needs.

Student satisfaction

The 2024 Tell Them From Me survey revealed that students are highly satisfied with the positive learning culture and the high expectations for their success at the College. Teachers also reported a strong culture of collaboration and high expectations reflected in student engagement. Students identified the contemporary learning facilities and access to technology as strengths of the College. Additionally, students provided positive feedback on the faith life of the College, highlighted through events such as liturgical celebrations, mission and justice initiatives, retreats, and spirituality days.

Throughout the year, students had opportunities to provide feedback on key aspects of College life through Student Voice Forums. These focus group meetings allowed teachers and College leadership to view the College from the students' perspective, leading to several changes aimed at enhancing the student experience at St Bede's. Year 12 students also

completed a comprehensive Exit Survey, affirming the quality of work across key domains, including Teaching and Learning, Faith Formation, Community, and Careers Transition.

Teacher satisfaction

Staff completed the Tell Them From Me survey, which was issued to all schools across the diocese. The survey results were analysed by the executive team and shared with staff. Next steps were considered among the College middle leaders.

Staff responses were categorised into eight areas, with St Bede's meeting or exceeding the Region Mean in seven categories, including collaboration, technology, learning culture, data-informed practice, leadership, and inclusivity. An area identified for improvement was parent involvement, reflecting feedback from parents. This will be a key focus for the College moving forward, we look forward to having the staff empowered as we build further opportunities for Parent Engagement into our calendar.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$13,618,759
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,556,857
Fees and Private Income ⁴	\$3,671,834
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,036,172
Total Income	\$21,883,622

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$11,743,203
Salaries and Related Expenses ⁷	\$14,346,949
Non-Salary Expenses ⁸	\$9,364,535
Total Expenditure	\$35,454,687

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