

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Joseph's PS

57 King Street, EAST MAITLAND 2323

Principal: Marie Butel-Simoes

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

About this report

St Joseph's PS (the 'School') 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 School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School'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 School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Joseph's Primary School is a welcoming Catholic community offering a quality education within a nurturing and inclusive environment. As a double stream school, we blend the richness of our heritage with contemporary learning practices, honouring the legacy of our founders, the Sisters of Mercy. Our beautifully restored heritage buildings and modern classrooms reflect this blend of tradition and innovation.

At the heart of our school is the charism of the Sisters of Mercy. Our Positive Behaviour for Learning (PBL) framework is grounded in the Mercy Values of respect, integrity, compassion, courage, hospitality, service, and justice. These values are explicitly taught and deeply embedded in the life of the school.

St Joseph's has a strong sense of community. Our families are generous and actively involved in all aspects of school life—from volunteering in classrooms and helping at events, to supporting one another through our Care Groups. Community events such as Mother's Day and Father's Day celebrations, Book Week, Easter Hat Parade and our Christmas Celebration Night are just some of the highlights of our school calendar.

Learning at St Joseph's is vibrant and student-centred. Our students are curious, inquiring and creative. Teachers encourage student voice and inquiry through engaging, dynamic teaching practices. Staff are dedicated professionals who participate in ongoing professional learning and provide a wide range of academic, cultural, sporting and creative opportunities.

We offer tailored learning support and enrichment programs to meet the diverse needs of our students. Our Gifted and Enrichment Program challenges high-achieving students, while early years learning is hands-on and play-based, laying the foundations for future success. Literacy support is a priority, with targeted interventions for students requiring additional help.

Digital technologies are embedded across all year levels. With access to resources like a Maker Space, 3D printers, drones, coding robots, and more, students are equipped with the digital skills needed for the future. A BYOD program is in place from Years 4 to 6, and STEM, coding, and robotics are key curriculum areas.

Student wellbeing and leadership are central to our mission. Stage 3 students can participate in leadership teams such as Enviro Warriors, Gotcha Gang, Tech Team, Kids Care, Games Gurus and Mini Vinnies. Students in Years 1 to 6 also enjoy a fortnightly rotation day, participating in PE, library, STEM and language (Mandarin or Japanese) lessons.

At St Joseph's, we set high expectations and foster self-regulation. Our mantra, "Learning Together with Care and Respect," guides our work as we nurture capable, compassionate and confident learners.

Parent Body Message

The Parent Engagement Group (PEG) meets once each term and continues to play a vital role in strengthening the partnership between home and school. These meetings offer parents an important opportunity to stay informed, share feedback, and support their children's educational journey.

In 2024, St Joseph's introduced the new FACE (Family and Community Engagement) model to the PEG, with plans to fully transition to this updated framework in 2025. The FACE model aims to broaden parent participation and enhance collaboration between families and the school. To ensure accessibility and flexibility for all families, PEG meetings were offered in both Zoom and face-to-face formats.

Each session featured a short, focused presentation from the school on topics of interest to parents and carers. Topics presented throughout the year included: an overview of the Learning Support team's role in the school, practical strategies for managing anxiety in children, and a webinar dedicated to supporting parents in navigating the online space safely and effectively with their children.

Beyond the meetings, the Parent Engagement Group generously supported the school community through a range of initiatives. They coordinated the much-loved Mother's Day and Father's Day stalls, bringing joy and excitement to students, and played an important role in the success of the annual Mango Fundraiser.

The school is grateful for the continued involvement and support of PEG, and looks forward to deepening family and community connections through the FACE model in the coming year.

Student Body Message

The student leaders of 2024 were excited and proud to take on their leadership roles, providing outstanding guidance and spirit throughout the school year. They demonstrated their leadership and school pride in a variety of ways.

The fortnightly school assemblies were hosted by the student leaders, who ensured all student birthdays were acknowledged and celebrated. They also represented the school with pride at the ANZAC Day Marches held in both East Maitland and Morpeth.

All Year 6 students supported the new Kindergarten children through the "Buddies" program, helping them settle into school life and routines with kindness and care.

The annual School Swimming and Athletics Carnivals were highlights of the year, led by the sports captains. These events were not only enjoyed by all but also showcased excellent sports leadership. Parents also played a valuable role in supporting these days.

Many Stage 3 students took on leadership roles within the school's "Mercy Value" groups, including The Enviro Warriors, Kids Care, Games Gurus, and the Gotcha Group. These groups worked to support and lead the school community in various initiatives.

The student leaders also organised and ran a highly successful Talent Quest, providing a platform for students to share their gifts and build confidence. In addition, they coordinated Wellbeing Week activities that promoted kindness, connection, and self-care across the school.

They attended and represented the school at important events, including the Catholic Missions Mass, Catholic Schools Week Mass, Caritas Fundraising Day, ANZAC Day Ceremony, and Remembrance Day Ceremony. They proudly led the school at the East Maitland and Morpeth marches.

All Year 6 student leaders facilitated the peer support program, "Joey's Squad," guiding younger students and building positive connections across the school.

The student leaders were highly commended for their exceptional leadership during what was a challenging year. Their efforts culminated in the successful organisation and running of the annual Mission Day, which featured a variety of fun and engaging activities for the whole student body.

School Features

St Joseph's provides a quality Catholic education within a caring and inclusive learning environment. At the heart of the school lies the charism of the Sisters of Mercy, our founding order. Our Positive Behaviour for Learning (PBL) program draws upon the "Mercy Values Charism" of respect, integrity, compassion, courage, hospitality, service, and justice. These values are explicitly taught and lived across the school community throughout the year.

In recent years, all classrooms have been refurbished, with the renovation of Kenny House commencing in 2024, continuing our commitment to providing modern, flexible learning spaces.

St Joseph's is dedicated to nurturing students' critical thinking, curiosity, and ability to solve complex problems. Our Gifted and Enrichment Program offers tailored learning opportunities that extend and challenge capable students, ensuring academic rigour and growth. We also provide targeted support for students with diverse learning needs, including specialised programs to strengthen foundational literacy skills.

In Kindergarten, we implement the Successful Foundations Program, which blends child-centred, hands-on, play-based learning with intentional, explicit instruction. This approach supports both wellbeing and academic success, ensuring our youngest learners build a strong start to their education. Inviting and imaginative play spaces inspire creativity, discovery, and problem-solving.

Across all stages, we foster respectful communication, collaboration, and independent learning. Digital technology is embedded into teaching and learning, with a strong focus on STEM, coding, and robotics. A BYOD program operates from Year 4 to Year 6, supported by various online platforms and skill development in Microsoft programs, preparing students for the demands of the digital world.

Leadership and service are integral to our school culture. Stage 3 students are encouraged to apply for leadership roles in one of several student-led groups: Enviro Warriors, Kids Care, Gotcha Gang, Tech Team Leaders, Games Gurus, and Mini Vinnies. These teams promote student voice and foster values of social justice, care for the environment, and personal wellbeing.

Students from Years 1 to 6 participate in a fortnightly specialist rotation day, including lessons in Physical Education, Library, Music, and Japanese for Years 3–6. This day is highly anticipated and enjoyed by students, while also providing valuable Release from Face-to-Face (RFF) time for teachers.

At St Joseph's, we set high expectations and promote self-regulation in all aspects of student learning and behaviour. Guided by our mantra—"Learning Together with Care and Respect"—we are committed to nurturing well-rounded learners and future leaders who live with purpose and compassion.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School 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
219	225	62	444

* 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 91.62%. 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
92.65	93.03	90.99	91.97	91.15	90.13	91.41

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, 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, School staff, as part of their duty of care, monitor part or whole day absences.

School 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 School 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 School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	48
Number of full time teaching staff	17
Number of part time teaching staff	15
Number of non-teaching staff	16

Total number of teaching staff by NESA category

Teachers at this School 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 School.

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)

As a "Mercy School", St Joseph's bases its core values on the Mercy Charism and values established by Catherine McAuley. The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service are taught in classrooms and reinforced at assemblies and in weekly Christian Values Awards.

Our PB4L utilises these values and our motto "Together with Christ" and mantra "Learning Together with Care and Respect" are woven into our PB4L framework.

In 2024 there were many opportunities to celebrate through prayer and liturgy in addition to monthly masses. Students joined in liturgy to bless our new school leaders, an Opening school liturgy, Ash Wednesday, St Joseph's/Harmony Day, Holy Week, Easter and Advent. Significant Feast Days, such as the Feast of Saint Mary MacKillop, the Annunciation, Ascension of the Lord, Our Lady Help of Christians were celebrated through prayer in classrooms/assemblies. Our school recognises Indigenous Australians and cultural events during Reconciliation Week & NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day.

Student Leaders attended the Diocesan Project Compassion Launch, the Diocesan Catholic Schools Week Liturgy and 'Kids Care' leadership group representatives attended the Socktober Liturgy.

St. Joseph's is part of the Chisholm Pastoral Region, and our parish is St Joseph's East Maitland. A number of staff are actively involved in parish ministries. Kindergarten students were involved in a "Welcome to Parish" Mass when they presented a song to the

congregation. The school promotes attendance at the monthly 'Kid's Mass' where students assist with varying roles.

Faith development opportunities are provided for teachers by the CSO and the CSO RE&S Team provide significant staff support and faith development opportunities. We held a Staff Retreat day in September with a focus on deepening staff understanding and connection with Catherine McAuley and our Mercy Charism.

We continued to promote the Social Justice Framework during the year with grades taking responsibility for Social Justice events by providing activities that reflect the See, Judge, Act model for classes. This guides the actions of established student leadership groups: Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. The groups develop a greater understanding of their commitment to leadership by organising activities/events. The Mini Vinnies group participated in a 'Sleepout' for the St Vincent De Paul Winter Appeal. The school also supports Caritas and Catholic Missions with events to raise awareness and funds.

The teaching of Religion aligns with the Diocesan K-12 Religion Syllabus and Scope & Sequence. Grades K-3 teach the New RE Curriculum. Year 6 completed the Diocesan RE Test and received valuable feedback.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

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.

St Joseph's Primary School delivers a comprehensive educational program aligned with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The curriculum covers the six Key Learning Areas (KLAs): English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts, and Personal Development, Health and Physical Education (PDHPE).

The school operates within the Catholic Schools' Office Learning Framework, which guides the delivery of quality learning experiences across the Diocese. All teaching and learning programs at St Joseph's are based on the outcomes of the NESA K–6 Syllabus and meet all mandatory requirements. Differentiated instruction is used to cater to the diverse needs of all students.

Programs for Diverse Learners

To support and extend all students, the school offers a variety of tailored programs:

Gifted Education: St Joseph's offers a school-based GIFTED Program, including the introduction of the "Supernovas" group. In 2023, gifted students participated in English, Science, and Mathematics extension programs, as well as robotics and coding activities. 8 students were selected to join the Diocesan Virtual Academy.

Learning Support: Targeted support is provided through individual, group, and classroom-based programs, including Minilit, Macqlit, MultiLit, and a variety of social skills training programs.

Technology Integration and Specialist Programs

Students in Years 4, 5, and 6 participate in a BYOD program, using technology to enhance learning. The school uses Essential Assessment in Mathematics and integrates robotics and

computational thinking into the Science curriculum. Writing instruction incorporates Explicit Instruction of the syllabus to support students.

Specialist teachers deliver Japanese, Mandarin, Physical Education, and Music, adding depth and expertise to these subject areas.

School Improvement and Professional Learning

The school's Annual School Improvement Plan is developed through comprehensive data analysis and is responsive to the evolving learning needs of students. In 2023, the school focused on improving student achievement in Mathematics.

In 2024, all Professional Practice and Development Goals were directly aligned with the School Improvement Plan, based on evidence-based pedagogy. A key instructional focus was the "Launch, Explore, Summarise" model in Mathematics. Across the school, teachers collaboratively developed anchor charts to clarify Learning Intentions and Success Criteria, and to provide high-quality feedback to students.

Teachers meet fortnightly in Professional Learning Teams (PLTs) by stage level to analyse student data, tier learning, and design differentiated, targeted instruction to support all learners.

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 Joseph's PS 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	71%	54%
	Reading	77%	66%
	Writing	82%	77%
	Spelling	73%	61%
	Numeracy	68%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	73%	65%
	Reading	85%	71%
	Writing	86%	67%
	Spelling	77%	68%
	Numeracy	68%	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 [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 School'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 School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School'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 School'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 School'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 School has used a variety of processes to gain information about the level of satisfaction with the School 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

Parents and carers of St Joseph's School deeply value the strong partnership they share with the school. They feel genuinely welcomed into the school community and appreciate the care, support, and learning opportunities provided to their children.

St Joseph's fosters a warm and inclusive culture where families are encouraged to engage in all aspects of school life. The school enjoys a strong and positive relationship with the local parish.

Families actively participate in school and classroom events, including class showcases, whole-school assemblies, liturgies, Masses, and special celebration days. These are consistently well attended. Parents are also invited to take an active role in learning through student-led conferences, where student achievements are celebrated, and future learning goals are shared.

Communication between school and home is a noted strength. Parents have expressed high levels of satisfaction with the regular updates provided. The weekly 'Snapshot of Events,' shared via the school's Facebook page, helping families stay informed and connected. The updated school newsletter has also been well received, further strengthening the sense of community and engagement.

Student satisfaction

Students at SJEM feel a strong sense of belonging and connection to their school. They feel safe, supported, and valued by both staff and peers, and genuinely enjoy coming to school each day. Student surveys highlight high levels of engagement, with students appreciating the wide range of opportunities for academic and personal growth, including classroom learning, specialist programs, leadership roles, and extracurricular activities that enrich their school experience.

Students take pride in the school's culture, Catholic identity, and Mercy Values, which they are encouraged to live out in their lives. Positive relationships with teachers and classmates contribute meaningfully to their wellbeing and overall satisfaction with school life.

All students are seen as valued and active members of the school community, with real opportunities to have a voice—particularly in student wellbeing, social justice, and environmental initiatives. Stage 3 students can take on leadership roles in groups such as the Enviro Warriors, Kids Care Group, Games Gurus, Wellbeing Group, and Mini Vinnies, promoting student agency, teamwork, and a strong culture of service, inclusion, and responsibility.

Teacher satisfaction

Teacher satisfaction at St Joseph's is reflected in their positive attitude, active participation in staff meetings, and willingness to take on responsibilities beyond the classroom. Their dedication—seen in voluntary involvement in extracurricular events and school initiatives—is valued by the school community and regularly acknowledged by parents.

Staff work collaboratively and are committed to professional growth, regularly engaging in learning opportunities and using data to support student progress. They appreciate the resources and time allocated for teamwork and targeted planning with stage partners.

Teachers are encouraged to contribute feedback on key school decisions, and many report feeling recognised and appreciated for their efforts.

In the annual Employee Engagement Survey, 92% of teaching staff indicated they felt engaged—14% above the wider organisation's average. Top-rated areas included teamwork, leadership, progress and goals, professional development, and recruitment.

The staff's dedication, professionalism, and collaborative spirit are central to the school's ongoing success.

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	\$5,187,971
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,375,205
Fees and Private Income ⁴	\$1,306,540
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$346,235
Total Income	\$8,215,951

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$91,630
Salaries and Related Expenses ⁷	\$5,314,036
Non-Salary Expenses ⁸	\$3,165,909
Total Expenditure	\$8,571,575

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