

2024

Annual School Report

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TOGETHER IN CHRIST



St Mary's Catholic College

Pacific Highway, GATESHEAD 2290

Principal: Brett Donohoe

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About this report

St Mary'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

As I reflect on my first year as Principal of St Mary's, I am filled with gratitude and pride. It has been a privilege to join this remarkable community in its 60th year, a milestone we honoured together through meaningful celebrations that paid tribute to our past while looking boldly to the future.

In 2024, our College has continued to grow as a vibrant Catholic community where learning thrives. Our strong learning culture, grounded in positive relationships, service, and support, reflects the dedication of staff, students, and families.

We committed this year to becoming a seven-stream school from 2025, clear recognition of our strong reputation within the Diocese and across the Hunter. In response to this growth, we have expanded staff leadership roles to further enrich student learning and wellbeing.

We've also embarked on extensive consultation with key diocesan stakeholders in developing a new College Master Plan. This ambitious vision includes contemporary learning hubs and state-of-the-art facilities in the Creative and Performing Arts and PDHPE, ensuring we continue to foster excellence in both learning and wellbeing.

Since 1964, the vision of the Sisters of St Joseph, to build a school rooted in Catholic tradition and deep respect for the dignity of every student, has shaped our mission. That legacy is powerfully alive in our staff's daily commitment, our HSC success, and the growing number of families choosing St Mary's as the place for their child's education.

Parent Body Message

As members of the St Mary's parent community, we warmly acknowledge the College's efforts in 2024 to strengthen family-school partnerships. A significant initiative has been the introduction of the Parent Engagement Forum, held mid-term each term and open to all families across Year 7 to 12. Delivered in a hybrid format, both in-person and online, these forums have made it easier for busy parents to connect with the Principal and Leadership Team.

This model differs from traditional P&F structures. With no formal roles or sub-committees, the focus is on open communication and genuine collaboration. Two elected Parent Representatives help shape each meeting by meeting with the Principal beforehand to gather parent feedback, suggest topics of interest, and table questions. These sessions have created valuable opportunities to better understand school priorities, teaching approaches, and student wellbeing initiatives.

The College also hosted a welcome event early in the year, which was well received, and strong parent engagement has continued through Information Evenings, Student-Parent-Teacher conferences, and Awards Ceremonies.

Recent survey data affirms what many of us experience daily, positive relationships between teachers, students, and families, and a safe, supportive learning environment. Communications from the College remain strong, with regular newsletters, Compass updates, and news posts ensuring we feel informed, connected, and valued in our children's educational journey.

Student Body Message

As students of St Mary's, we know how important it is to feel like you truly belong. In 2024, being part of a strong and connected school community helped us thrive, not just in the classroom, but as people. Knowing that positive relationships matter here has shaped the way we learn and grow, and reminded us that learning goes far beyond textbooks.

Our teachers have helped us see how strong Student-Teacher relationships are key to success. When we feel supported and understood, we're more confident to take risks, ask questions, and do our best.

Special events like RU OK? Day, Feast Day and our 60 year celebrations, brought us together in meaningful ways. These moments made us feel proud to be part of something bigger and reminded us that wellbeing and belonging go hand in hand with learning.

The Student Pastoral Council gave younger students a voice and the chance to step into leadership early on. It was inspiring to see students grow in confidence, speak up on behalf of others, and help shape the College experience.

As College leaders, we're proud of the way we led through action, and we're thankful for the trust placed in us to guide and contribute to a school community where every student feels seen, safe, and supported.

School Features

St Mary's Catholic College, Gateshead, is a comprehensive Year 7–12 high school proudly serving Catholic families across the East Lake Macquarie region. Founded in 1964 by the Sisters of St Joseph, the College was originally established as an all-girls Year 7–10 school. In 1983, it became co-educational, aligning with the broader restructure of Catholic secondary education in the Newcastle/Lake Macquarie region throughout the late 1980s and early 1990s.

In response to a Diocesan review of secondary education, it was announced in 2015 that St Mary's would expand to offer Stage 6 (Years 11 and 12). This transition was completed with the graduation of the first Higher School Certificate (HSC) class in 2019, cementing the College's place as a full Year 7–12 Catholic secondary school.

St Mary's is the designated high school for six Catholic primary schools—St Paul's Gateshead, St Joseph's Charlestown, St Mary's Warners Bay, St Patrick's Swansea, St Francis Xavier's Belmont, and St Pius X Windale. Students from these partner schools make up approximately 65–70% of Year 7 enrolments. The College draws from a diverse socio-economic community, located between the ocean and Lake Macquarie, from Charlestown to the southern lakeside areas.

2024 saw continued growth in enrolments, with plans now progressing to accommodate a seven-stream model from 2025. This strategic expansion includes increasing Year 7 intake from 180 to 210 students and has prompted renewed focus on long-term planning and site development. A future-focused Master Plan will support the College's vision of becoming a state-of-the-art learning environment with contemporary learning hubs and upgraded facilities for the Creative and Performing Arts, PDHPE, and general wellbeing.

The College is grounded in a proud tradition of holistic education, with a vibrant co-curricular culture that reflects our commitment to student development beyond the classroom. Opportunities in sport, creative and performing arts, debating, public speaking, chess, Landcare, environmental initiatives, Science & Engineering Challenge, and leadership development have seen students excel at diocesan, state, and national levels.

The consistent success of our HSC cohorts, combined with the community's strong engagement and unwavering commitment to improvement, reflect the founding vision of the Sisters of St Joseph: a school where the dignity of every student is honoured, learning is nurtured, and all are welcomed in faith and hope.

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
481	473	71	954

* 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 86.04%. 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
87.65	84.12	83.08	83.89	87.87	89.64

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	11 %
% 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.

- Uni 39%
- TAFE 11%
- Apprenticeships/Traineeships 18%
- Work/Gap Year 22%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	124
Number of full time teaching staff	63
Number of part time teaching staff	30
Number of non-teaching staff	31

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)

In 2024, St Mary's Catholic College continued its strong Catholic identity, deeply rooted in faith, formation and mission. The college embraced Catholic pedagogy inspired by the teachings of St. Thomas Aquinas, particularly his emphasis on God's mercy as the foundation of existence. This belief shaped the college's approach to education, creativity, individuality, and faith-driven values. The college emphasised interconnectedness, highlighting that no individual or creation exists in isolation. Teachers cultivated a sacred learning environment where students explored various disciplines while living out their faith through daily acts of prayer, service and reflection.

At the heart of the college's identity was a loving relationship with God, nurtured through personal and communal worship. Students were encouraged to grow spiritually and live out the mission inspired by Jesus Christ, rooted in love, truth, and service. The college community celebrated this through events such as the 60th anniversary and participation in outreach initiatives, reflecting a sense of unity and commitment.

The values embodied by the fruits of the Holy Spirit, such as love, kindness, and self-discipline, shaped everyday life at the college. Catholic Social Teaching was visible through involvement with Caritas, St Vincent de Paul, and Catholic Missions. October's outreach efforts were a testament to the college's commitment to justice and mercy.

Prayer remained central, with daily reflections and the Year 12 retreat with themes of belonging, vocation, and service. The College Feast Day, "The Annunciation," was a spiritual highlight, reinforcing the motto "Yes," symbolising faith and obedience to God. Key liturgical

events throughout the year - Ash Wednesday, Lent, Holy Week, Advent, and Christmas, further enriched the spiritual life of the college.

Strong ties with local parishes, particularly with the MacKillop Parish, were maintained. Students lived out the school's motto, "Ready to Serve," through Youth Vinnies, community outreach and fundraising efforts. Breakfast Club and RUOK Day promoted community spirit and wellbeing.

Religious Education remained a priority, shaped by the Pedagogy of Encounter, encouraging students to engage with Catholic teachings and other faith traditions, including Aboriginal spirituality. Ongoing professional development ensured staff were equipped to nurture students' faith and understanding.

Respect, kindness, and social justice continued to define the school environment. The Restorative Justice framework supported respectful behaviour and accountability, reinforcing the college's values. Overall, in 2024, St Mary's remained steadfast in its mission, forming students as faithful disciples through prayer, service, and a faith-filled education.

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 Secondary Curriculum at the College follows the NSW Education Standards Authority (NESA) syllabus, meeting Registration and Accreditation requirements under the Education Act 1990 (NSW), and aligns with the Catholic Schools Office (CSO) standards. It is structured around outcomes and content for each learning area, incorporating general capabilities like literacy, numeracy, ICT, critical thinking, creativity, ethical behaviour, personal and social competence, and intercultural understanding.

The curriculum complies with NESA's requirements for NSW Secondary Schools. Additional Stage 5 and Senior Stage 6 courses are offered based on student choice, reflecting the College's commitment to addressing students' needs. Despite small year group sizes, the College provides a diverse range of Stage 6 courses, including VET Frameworks, SBATs, and eVET patterns, to support growing enrolments and retention.

Learning Support Programs are led by skilled staff who understand students' emotional, social, and academic needs. Clearly established policies ensure access to the curriculum and assessment completion. The team also fosters student belonging and supports teachers with curriculum differentiation. Life Skills Courses are available for Stage 6 students with special needs. In 2024, the Literacy Coordinator introduced a targeted Reading Intervention Program, supported by Learning Support and the Aboriginal Education Teacher.

The 2024 School Improvement Plan emphasized collaborative learning and enhancing pedagogical coherence through systematic practices. Teachers focused on leadership in learning and implemented a consistent approach to embedding Learning Intentions, Success Criteria, Feedback, and Formative Assessment in all lessons, fostering student

independence. In 2024, there was a strong focus on teaching critical thinking, creativity, collaboration, and communication, alongside literacy and numeracy development through data analysis and baseline testing. Professional development also targeted High Impact Teaching strategies to guide students from Surface to Deep to Transfer learning.

Technology integration continues to evolve with ongoing professional learning in AI as a classroom resource, particularly for differentiated curriculum. Staff received training on online learning environments, including Microsoft and AI tools. Additionally, students from Years 9 to 12 participated in an induction on the responsible use of AI, reinforcing digital literacy and ethical considerations.

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 Mary'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	64%	61%
	Reading	67%	67%
	Writing	65%	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	60%	55%
	Reading	72%	63%
	Writing	66%	61%
	Spelling	81%	72%
	Numeracy	70%	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 College's 2024 Higher School Certificate (HSC) results demonstrate continued academic excellence, building on the achievements of previous cohorts. The sixth HSC class maintained strong performance, reflecting the College's commitment to scholastic success.

The highest ATAR achieved was 89.55. Notably, students earned six Band 6 results across Music 1, Industrial Technology, and Food Technology. Six students were listed on the 2024 HSC Distinguished Achievers List, and the cohort attained 104 Band 5 results, marking an

improvement from the previous year. Additionally, a record number of Early Entry Offers were received from the University of Newcastle and Macquarie University for 2024.

Several students had major works nominated for prestigious showcases, including ArtExpress, First Class Exhibition, Shape, and InTech. Students achieved qualifications in various areas, such as SBAT with Hunter New England Health (Human Services), Community Service, Animal Care and Automotive.

These accomplishments reflect the dedication of students, teachers, and mentors, reinforcing the College's reputation for prioritising wellbeing, learning, and academic achievement.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Construction Exam	50 %	41 %	29 %	44 %	67 %	47 %
Earth & Environmental Sci	44 %	32 %	29 %	34 %	50 %	33 %
Engineering Studies	100 %	30 %	27 %	29 %	50 %	32 %
English (Advanced)	65 %	67 %	47 %	67 %	82 %	68 %
English (Standard)	2 %	15 %	11 %	13 %	14 %	13 %
Food Technology	25 %	30 %	17 %	30 %	29 %	32 %
Industrial Technology	46 %	22 %	18 %	24 %	46 %	23 %
Japanese Beginners	0 %	32 %	0 %	37 %	100 %	40 %
Music 1	75 %	70 %	50 %	69 %	71 %	68 %

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

Feedback gained from parents on formal and informal occasions highlight a significant level of satisfaction with the school. Their comments consistently emphasise the quality of care provided to students; the well-developed sense of community; the provision of mentoring (Year 10 to 12); quality curriculum delivery, a high level of student engagement in the learning process and the provision of a safe, secure and disciplined community where students are able to achieve to and exceed their best as people and as learners.

The parent/carers of the College's 2024 HSC class provided overwhelmingly positive feedback affirming the support of the College for their children as members of the College's sixth HSC class. A significant barometer of parent satisfaction with the school's operation is the continued increase in applications for enrolment. Applications for enrolment to Year 7 continue to be well more than projections, and there is a consistent demand for places in the other year groups.

Student satisfaction

Students' responses to the most recent 'Tell them from Me' survey emphasise that they feel safe at school and feel that they have someone who they can consistently turn to for encouragement and advice, that they have a positive sense of belonging and connectedness to their school community, are intellectually engaged in the classroom and find learning interesting, enjoyable and relevant. Furthermore, they experience learning, which is well organised, has clarity of purpose and provides immediate feedback which enhances their learning, they recognise that teachers have high expectations, and work hard to create a positive learning climate characterised by positive relationships and a high level of relational trust and critically they express their appreciation for this. Students like and accept themselves and are proud of their accomplishments, find classroom instruction relevant to their everyday lives and understand there are clear rules and expectations for creating a positive learning climate.

Teacher satisfaction

Teachers acknowledge the extent to which they work with, and in support of, school leaders to create a safe and orderly school environment which supports quality learning and teaching. In terms of the eight drivers of student learning, teachers recognise and appreciate the role of college leadership in establishing challenging and visible learning goals for students; the importance of collaboration in developing cross-curricular or common learning opportunities; establishing learning goals; formulating assessment strategies with other teachers; and in developing cross-curricular or common learning opportunities. Teachers provide regular feedback to students and set high expectations for student learning. Teachers use data to inform teaching practice; giving feedback to students to improve performance on formal assessment tasks.

Teachers collaborate to help students set challenging learning goals. There is increasing emphasis on enhancing students' use of technology to analyse, organise and present subject matter. All classrooms have clearly established expectations for classroom behaviour while students with special learning needs receive feedback on their work.

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	\$13,518,500
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,571,172
Fees and Private Income ⁴	\$4,188,754
Interest Subsidy Grants	\$1,277
Other Capital Income ⁵	\$1,064,357
Total Income	\$22,344,060

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$505,131
Salaries and Related Expenses ⁷	\$15,858,063
Non-Salary Expenses ⁸	\$7,736,257
Total Expenditure	\$24,099,451

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