

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



Our Lady of Lourdes PS

Anderson Drive, TARRO 2322

Principal: Petrina Massey

Web: <https://www.tarro.catholic.edu.au/>

About this report

Our Lady of Lourdes PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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

In schools, we must live in the present, but the future is always part of our planning as we strive to achieve our goal -that of supporting each child to realise their full potential in all aspects of their lives and move towards taking their place in the world. In addition to academic endeavours, guiding emotional growth, supporting the wellbeing of students and being present to families, educators in Catholic schools have a sacred role as the mission of the Church is the foundation of our educational mandate. We have the privileged responsibility of providing students with positive role models by witnessing to our faith and showing the love of God to each person we encounter. At OLOL we pride ourselves on our culture of inclusion -we have no barriers, we make no judgements - EVERYONE is welcome here! Everyone is treated equally. Everyone is respected and cared for. Everyone has their needs met. Everyone belongs! All teachers and support staff at Our Lady of Lourdes Tarro embrace the gift that Catholic education offers - to be the face of Christ in all of our interactions.

Parent Body Message

On reflection, 2023 has been a year where our school and children thrived. There were changes in leadership of the school but this had absolutely no negative effect to our children. We are so grateful to our Acting Principal, Petrina for her work, dedication, care and understanding of our community. Also to all the staff who work tirelessly and are such a cohesive team for the education of our children.

We love our community here at OLOL. There were many fundraising events held such as; Easter Raffle, Mother's/Father's Day Stalls, Colour Fun which is always a highlight, Happy Hair Brush Fundraiser, Bunnings BBQ, Bunnings Christmas Fair.

As a result of the proceeds from the P&F fundraising the P&F were able to once again support the ICT goals of the school by donating funds to contribute to the purchase of more interactive viewsonic screens. This now concludes this project with all learning spaces in our school having this latest technology. The P&F also once again sponsored the Primary Students to attend the ASPIRE Production at the Civic Theatre and an end of the year celebration excursion for Infant Student to the movies.

We are very grateful to our hard working volunteers and thank them for giving up their precious time to assist in some capacity in the school community.

Student Body Message

2023 was such a great year at Our Lady of Lourdes, with so many fun events! We had our book week parade, colour fun run, athletics and swimming carnivals, Walk Safely to School Day, Grandparents' Day, Socktober, Mother's Day & Father's Day breakfasts and liturgies, open classrooms, Year 6 fun day, masses and picnics! There were also many opportunities to compete in academic and sporting events.

Being at OLOL equips us with many skills and teaches us to be lifelong learners. We hope that our community will continue to grow as we aspire to work together for the Common Good of all. We aim to continue learning and trying to be the best versions of ourselves!

School Features

Our Lady of Lourdes Catholic Primary School, Tarro was opened in 1944 with an enrolment of 32 students and 2 teachers – both Sisters of Mercy, who shared the children between them. Their teaching space was the Church (now our Chapel), which had a curtain hanging across the middle to separate the two classes and every Friday from then on a great deal of time was spent clearing away the signs of education and preparing for weekend Mass – Monday morning was taken up with restoring the school space. It would be another 14 years before a ‘proper’ school was opened. We are truly blessed to be sharing this unique journey as part of the wider community. We are contributors to a culture which is deeply embedded with Gospel values and we continually work to strengthen school and Parish links. Our school is an extension of the Parish community and Chisholm Region and we work in partnership to foster the spiritual formation and education of our students. Pastoral Care for our students and their families is a priority at OLOL as we share the privilege of guiding children in their growth. Academic excellence and seeking the best outcomes for each individual is pivotal to our ministry as educators. We are the keepers of the story which began so long ago and is revered in the stained-glass windows which have been gifted to the school each year by our Y6 students as they move forward to their Secondary education. Our students move to St Bede's Secondary School (opened at the beginning of 2018) to continue their Catholic education.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
103	100	19	203

* 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 2023 was 88.47%. 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
90.09	89.74	88.83	90.55	87.87	86.02	86.20

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 designated CSO officer 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 2023:

Total number of staff	29
Number of full time teaching staff	9
Number of part time teaching staff	11
Number of non-teaching staff	9

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

This year Our Lady of Lourde's staff participated in a wide variety of face to face and online professional learning opportunities. Staff were able to enhance their knowledge and skills to support students on the Autism Spectrum by participating in an Online Training course facilitated by personnel from the Catholic Schools Office.

To support staff in the implementation of the 3-6 New Mathematics and English Syllabus in 2024, staff were also provided online training forums to explore this in preparation.

Throughout 2023, Our Lady of Lourdes mentored three early years teachers seeing them accredited to teach at the conclusion of the year. These teachers were also provided many Professional Learning opportunities to further develop their knowledge and skills, demonstrative in their attendance at Understanding and Supporting Behaviour PL and Religious Education- Faith, Story, Witness and RE in the Catholic School.

Across the year staff participated in numerous online and face to face courses to ensure they were adhering to all WHS and Child Protection processes and procedures. Staff attended an Office of Safeguarding face to face (and online) PL on Child Protection and completed First Aid refresher, Anaphylaxis, Asthma and E-Emergency Care PL.

Staff were also formed in their faith and Religious Education throughout the year, including but not limited to attendance at our school's retreat (Catholic Social Teachings), the System Formation day- Rediscovering Joy: finding wonder and joy in the word of God and participating in Religious Education Curriculum days learning about the Pedagogy of Encounter; Stage 1 modules of learning focused on 'Encountering the Mystery of God'.

The focus for Professional Learning (PL) in 2023 was to continue engaging with the work of Clarity by Lyn Sharratt and commence a new focus within Numeracy. Our schools leadership team and various staff members were able to engage in the Diocesan LIFT PL- Numeracy Professional Learning with Peter Sullivan. The school's leadership Team, Pedagogical Mentors and Gifted Education Mentor also attended the PL from Michael McDowell. The PL was then delivered in a systematic and planned way at staff meetings and a pupil free day entitled Numeracy Connections where we were able to unpack key learnings from both Peter Sullivan and Michael McDowell with all staff.

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)

Our Lady of Lourdes caters for students from the Parish of Chisholm, Beresfield and Tarro and has a history built on the traditions of the Sisters of Mercy. Our Vision and Mission statement was carefully discerned and created by our staff to reflect our Mercy Charism and shared beliefs. The Vision of Our Lady of Lourdes Catholic Primary School, Tarro is: To Live God's call through the Mercy Tradition.

Our Mission is to educate through: Compassion, Respect, Hospitality, Justice, Service and Courage

In 2023, our school continued to work closely with the parish community of Our Lady of Lourdes and continued strong relationships across both school and parish communities. Children from Years 3-6 received the Sacraments of Reconciliation, Confirmation and Eucharist this year.

Liturgical celebrations have a central place in the life of the school and this year the school community was involved in a number of Masses including community masses in the chapel in Stage groups and prayer celebrations such Our Lady of Lourdes Feast Day, ANZAC Day and Mothers, Fathers and Grandparents Day.

During the year, we continued to develop links with the wider community. In 2023, school leaders in Year 6 were given the opportunity to attend the launch of the Caritas Project

Compassion and led school fundraising initiatives throughout the year, including cake stalls, Socktober, raising funds for Caritas Australia, Catholic Mission Australia and St Vincent de Paul Society.

Students continued to be encouraged to live the life of Christ in their daily interactions with others. This was achieved through the Religious Education curriculum and the example displayed by the teachers and parents. Lastly, the Diocese of Maitland-Newcastle appointment Michael Kennedy as the new Bishop. We were very honoured that the new Bishop was able to visit our school and we proudly showed our community including our classrooms and a performance by our choir.

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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

As a Catholic school, our students undertake the study of Religious Education. We implement the New Religious Education Curriculum of the Maitland Newcastle Diocese. In 2023 this was Kinder, Stage 1 completing these modules. In 2024 this will extend to Stage 2. These modules are created using the Pedagogy of Encounter and Inquiry models. Activities are aimed at providing opportunities for inquiry learning, problem solving, collaboration and decision-making. We also include both independent and cooperative learning. ICT - Information Communication Technology is an area of focus at OLOL.

In providing a meaningful and inclusive learning program, OLOL caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person can become lifelong learners.

OLOL aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). We provide a learning environment that is supportive and responsive to individual needs and differences and that recognises and celebrates the individual student's abilities and strengths.

As a Gifted Education Lead School we offer many opportunities for students to extend their learning and stretch their capacity. The achievement of best outcomes for all students is a focus of our work. The development of our Leading Learning Collaborative is an ongoing feature of staff development and our students are now adept at setting learning goals, determining the criteria for personal success, responding to feedback, using the Third Teacher and engaging in Learning Walks and Talks.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of Lourdes PS for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	57%	54%
	Reading	76%	67%
	Writing	71%	76%
	Spelling	43%	61%
	Numeracy	65%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	72%	64%
	Reading	68%	74%
	Writing	53%	66%
	Spelling	61%	69%
	Numeracy	61%	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 the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). 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.

Initiatives promoting respect and responsibility

Our Mercy Values through our Vision and Mission forms the basis of the care of our students. Our Lady of Lourdes begins assembly each morning with the Acknowledgement of Country and School prayer. The Australian and the Aboriginal and Torres Strait Islander flags are also raised each morning, promoting respect for all cultures.

We promote respect and responsibility as Stewards of Creation with our 'Wastes' initiative, encouraging students to place their waste in the correct bins. Junior Landcare members promotes this responsibility encouraging students to respect and be responsible for their environments. This year, our Cultural Day event extended this initiative by inviting the wider community to learn about sustainability and the cultural connections of the Indigenous people.

Our Lady of Lourdes participates in Mini Vinnies and other social justice initiatives advocating for fairness for all groups in our community. We value the wellbeing of all students and promote the Zones of Regulation, identifying their social and emotional needs.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

A positive growth in staff understanding about Catholic Social Teachings and how to support the students in our care to live this through 'Head, heart and hands'. This growth has been achieved throughout 2023 via consistent formation opportunities during staff meetings and a whole staff retreat.

This year the staff at Our Lady of Lourdes also utilised the systemic, Leading Learning Collaborative (LLC) structures to enhance teacher capacity for data informed teaching, specifically in the Key Learning Area of Mathematics. Staff across the school attended Professional Learning (PL) from Peter Sullivan and Key staff members lead this PL across all staff within the school to embed rich learning experiences. Staff are utilising the pedagogical practices from Peter Sullivan alongside the Lyn Sharratt Collaborative Inquiry model to enhance both teacher capacity and student engagement and growth within Mathematics. Regular time given to collaborate as a Professional Learning Team (PLT) within Stages supported staff to analyse current data and plan future relevant learning based on the needs of students.

The schools Pedagogical Mentors and Gifted Education Mentor were also able to support in the building of teacher capacity within Mathematics by working alongside staff, co-teaching lessons and by sourcing open-ended, rich tasks with 'low floors' and 'high ceilings'.

Priority Key Improvements for Next Year

Catholic Culture and Mission:

To develop a whole school Wellbeing Framework which reflects the Diocesan Framework and incorporates our School Vision and Mission and Positive Behaviours for Learning principles.

For all Teachers to feel confident in providing formation opportunities for the students in their care.

Formation opportunities to be extended to families and members of our school community.

Learning:

To continue to utilise the Professional Learning Team structure and Collaborative Inquiry model to drive the teaching and learning cycle across all KLAs, but particularly in Mathematics- analyse data to inform teaching and learning to ensure growth of all students.

For all staff to continue to work on using Peter Sullivan's Mathematical pedagogy and embed into learning programs to enhance student engagement and growth.

To continue to embed Lyn Sharratt's Assessment Waterfall Chart across the learning in all classrooms; ensuring there is visible learning, anchor charts, learning walls, learning walks and talks, ghost walks, 5 questions.

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

During 2023 the overall feedback from the school community was one of immense gratitude. Many parents/carers sent messages to the Staff expressing how thankful they were for the care and consideration that had been given to their child throughout 2023. The school community was happy at the various opportunities that were provided for their children to learn and grow, as well as the social gatherings that were orchestrated to build a sense of community. Of course, in any educational setting, we acknowledge that at times, we can do things a bit better and our aim is therefore, to strive to continually improve in our engagement and delivery of the curriculum as well as on-going communication with our Parents/Carers. We have appreciated both the positive affirmation from our Parent Community as well as any constructive feedback that has been offered on occasions.

Student satisfaction

We love our school! The teachers are very nice and supportive, and everyone is friendly, kind, and welcoming. Everybody is compassionate so nobody is left out. There are many fun things to do at OLOL, especially at lunch times where we have a boat, play equipment, sporting fields, lunch club and even lego club.

We are all active citizens of the school and the community. All students have a voice at OLOL when it comes to issues concerning student wellbeing, social justice, and the environment.

This year, we received new furniture in all our classrooms. These included student desks, chairs, and storage tubs. This was well-received by all students who loved having desks with more space. We also installed new interactive boards in our infants' classrooms, which were kindly donated by our P&F.

Our school provides lots of opportunities for us to learn. This year, we loved participating in the Martial Arts program, as well as watching authors visits and magician shows. We also have a school garden where we have been able to grow different fruits and vegetables which we add to the community garden for families to share. We have had opportunities to be part of different groups within the school, such as the choir, leadership teams, sporting teams,

debating, environmental team, public speaking, spelling bee, mathematics bee and culture club.

We had a fun year playing with our friends and participating in activities, such as colouring in competitions, school excursions and camps!

The teachers at OLOL are very supportive. They modelled how to walk in Jesus' footsteps and how to apply the Catholic Social Teachings in our everyday interactions. They have encouraged us to stand up for what is right and to be kind, just, courageous, respectful, and responsible. As students at OLOL, we reflect on the compassion of Mary, of whom our school was named, and see her as an inspiration to look up to.

This year we had 10 elected year 6 school leaders. They ran school assemblies, attended mass and events, including Socktober, conducted morning prayer and set up daily sporting equipment. At OLOL, we believe all year 6 students are school leaders. Our school leaders set a great example for younger students to follow, especially by modelling the mercy pillars.

Teacher satisfaction

Teaching at OLOL is a happy and vibrant environment. All staff work together to benefit each student in our school. Our school is a highly supportive environment to ensure each teacher not only understands their role, but to feel a sense of community through our families and parish. Many teachers participate willingly in numerous community, cultural and sporting events. The meaning of being in a Catholic school is really epitomised here at OLOL and we pride ourselves on this each year.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,615,978
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$726,458
Fees and Private Income ⁴	\$466,652
Interest Subsidy Grants	\$15,196
Other Capital Income ⁵	\$161,004
Total Income	\$3,985,288

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$16,532
Salaries and Related Expenses ⁷	\$2,964,649
Non-Salary Expenses ⁸	\$1,034,612
Total Expenditure	\$4,015,793

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 2023 REPORT