

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Mr Michael Punch

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

About this report

Corpus Christi Primary School (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

As we reflect on our 2023 academic year, we are proud to reflect on and acknowledge our community's dedication to quality education and our approach to being an authentically Catholic community that is open to all.

We celebrate our students' achievements, our staff's dedication and the support of our parent community. Our school motto, 'Veritas', calls us to be true to ourselves and live out the Gospel with truth and love. Our values and Dominican Pillars, inspired by our patron saint, St Dominic, influence how we interact and approach everything through Prayer, Learning, Service and Community.

Parent Body Message

I would like to thank all of our parent community and the staff at Corpus Christi for their support and assistance. We have been very grateful for Michael Punch's support during his time as Acting Principal.

Our P&F Association will continue to operate until Parent Engagement Groups are in place across the diocese. This is a testament to our Parent and Friends Association's dedication to supporting the school and community.

This year we worked with the school to transfer the responsibility of the canteen from the P&F to the school. This has been a positive step in securing the future of this service to the school community.

As the P&F Association, we decided to shift from fundraising to supporting families financially where possible. Although small, measures like reducing uniform prices offer some help during these challenging financial times.

Our goal is for all families to feel a part of the school community, involved in activities, confident, and informed about how they can provide suggestions and feedback and contribute to the betterment of the school.

We have hosted events this year to build relationships with new families such as the welcome BBQ and Parent Trivia night. We can continue to work together to increase community support for our fundraisers and family engagement events. I am always so grateful to the parents and carers who give up their time to support our community.

Student Body Message

This year was quite different from the rest, and we've made many memories that will stay with us forever.

As leaders, we had to set an example for our new buddies and learn how to run assemblies and parliament.

Our parliament heard important issues such as sports uniforms on Friday, and we were lucky to have our Federal member Sharon Claydon and NBN news come and watch! We continued to receive recognition for our positive behaviour through Gotcha rewards and each class had an exciting excursion throughout the year.

It wasn't all serious work; we also had lots of fun and time for activities. The school put on a fantastic musical, "Rocking all over the World", and we all enjoyed the school disco thanks to the P&F Association. Mission Day and Games Day are also at the top of the chart for our fun with our friends.

We were so lucky to have camp two years in a row, Canberra in 2022 and Collaroy in 2023. We enjoyed lots of activities, including rock climbing, abseiling, orienteering, beach games, mini activities, archery, laser tag, high ropes and the giant swing. We thank Mr Deed, Mrs Deveridge and Mrs Koen for the wonderful experience.

Thank you for a wonderful year Corpus Christi!

School Features

The Dominican Sisters commenced Catholic primary education in the Waratah area in the early 1900s. The Rosary school began in 1907 in a three-roomed cottage on Alfred Street. From 1917, the school was known as St Joseph's, and by 1933, the enrolment had increased to such an extent that the weatherboard cottage could no longer hold the various classes comfortably. In 1934, the building commenced on a five-classroom school, which opened in 1935. In 1954, the second floor was added. 2002, construction began on the library and the two-storey administration building, including a new canteen, staffroom, classroom, and offices.

In 2010, the Parish Hall and all classrooms were refurbished. From 2017 -2021 three blocks of land adjoining the school were purchased to extend the playground spaces to include soccer fields, basketball courts, handball courts, a sandpit, playground equipment, a fitness field, and the imaginative play area called the Dominic Courtyard. In 2020, the school toilets underwent a complete renovation, reflecting an open, modern, functional design that further enhances the playground.

All classrooms are air-conditioned and support a range of technology. All rooms have interactive panels; students can access laptops and desktops to support, engage and present learning. The school provides a well-balanced, comprehensive and engaging curriculum. The school offers children many opportunities, such as school-wide coding classes, a whole school musical production, enrichment for high-achieving and gifted learners and support for children who need additional help with their learning—other opportunities include choir, drama, chess, public speaking, debating, music and representative sports.

Corpus Christi is an inclusive school with a strong sense of community and care. Our dedicated teachers are passionate about supporting each family as they navigate their child's educational journey. They work with the students and their parents to provide feedback and develop learning goals with ongoing communication and collaboration. The staff at Corpus Christi pride themselves on tailoring the day-to-day school experience to ensure the best outcomes for our students.

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
76	86	21	162

* 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 92.07%. 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
94.50	91.69	91.43	91.41	90.64	92.17	92.68

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	22
Number of full time teaching staff	6
Number of part time teaching staff	10
Number of non-teaching staff	6

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

At Corpus Christi, all teachers were involved in professional learning opportunities during the year. This professional learning aligned with our school improvement plan and is related to improving student outcomes. In addition to the staff development days outlined below, staff development days at the start of the year focused on annual staff induction training, WHS Site Induction and Governance responsibilities as well as planning for teaching and learning using new syllabus documents.

Staff Development Days:

Religious Education – The Spirituality of the Child

Student Well-Being – Online Training Course - Understanding and Managing Behaviour

Literacy and Numeracy – New Syllabus Training Stage 2 and 3 English and Mathematics Syllabuses

In-School Professional Development:

Completion of the Online Understanding and Managing Behaviour Course

Professional Learning Team Meetings

Positive Behaviour for Learning at Corpus Christi

Leading Learning Collaborative – Case Management Approach

Religious Education - Staff formation meetings

Professional Learning Provided by the CSO:

Leading Learning Collaborative – Lyn Sharratt - Collaborative Inquiry; Case Study Groups; School Presentations

LIFT Learning - Peter Sullivan Mathematics PD, Beverly Deriwianka - English P.D

Implementing the Religious Education Syllabus – Years 2 and 3

QELI – Leadership

Successful Foundations

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)

We take pride in our Catholic Identity and express the Gospel values in all Key Learning Areas, as well as through the general life of the school. Inspired by our motto, Veritas, our core values of prayer, learning, service and community fuel our mission of:

"Together in truth and love, we EDUCATE.
Together in truth and love, we CELEBRATE.
Together in truth and love, we INSPIRE".

Those same core values inflame our vision of "Reflecting the FACE OF GOD and equipping students for the CONTEMPORARY WORLD through EXCELLENCE IN EDUCATION for all". In 2023, the school continued to develop strong bonds with the Holy Trinity Blackbutt North community. The school supported the Sacramental programs, and the leadership team actively participated in the Parish Finance, Pastoral and Liturgy Committees. We also participated in Parish Masses, providing hospitality to the parish community.

The school is strongly connected to St Dominic, our patron saint, who devoted his life to God through prayer, learning, service, and community. The Dominican pillars are central to our daily lives and guide our prayer life and service to others in our community.

We celebrated whole school Masses for the Feast of Corpus Christi, the Feast of St Dominic,

and the End of Year Mass. Stage 1 celebrated a friendship Mass, and our Stage 3 students celebrated a Mass on the theme of Jesus as a leader. The Year 6 class celebrated in December with a graduation liturgy and a leadership reflection day.

Our social justice projects aim to help those in need locally, nationally and internationally through awareness and authentic social justice projects in our school. Our main social justice projects are led by our Mini-Vinnies conference supported by St Vincent de Paul., Caritas Project Compassion and Catholic Mission. Our school supports an active Mini-Vinnies conference.

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.

Each year staff members critically observe and analyse learning achievement to ascertain the strengths and areas of development for the curriculum at Corpus Christi. Once again, in 2023, staff members displayed their commitment to tailor their teaching to student needs and readiness, aligned with curriculum expectations.

Case Management Meetings continued as a whole staff, with an opportunity for a combined approach to support the needs of particular students. Teachers developed strategies to support students in their learning. Teachers used a range of data to analyse student strengths and areas for development.

In Literacy, there was a strong focus on explicitly teaching phonics in K-2 through the InitialLit program. An area for development identified in 2021 was further developing the explicit teaching of Reading Comprehension skills in Years 3-6. Through ongoing work with classroom teachers and the executive, we produced and implemented a framework to ensure all comprehension skills were explicitly taught using texts at the point of need so that all students could experience success. In 2023 Teachers in Kindergarten through to Year 2 successfully implemented the new NSW Syllabuses in Mathematics and English.

Teachers work with the Gifted Education Mentor to identify high-achieving and high-potential students and provide enrichment and extension opportunities both in and out of the classroom. Students were given options such as Maths Games, extension activities, focused research and the Virtual Academy. Kindergarten children completed the CogAT assessment in Term 4.

Our specialist teachers for Music/Drama/Dance, PE and Library continue to deliver programs throughout the year. During Library lessons, students in K-2 took part in learning activities linked to the grade's HSIE units and our Years 3-6 focused on Literacy activities.

Our BYOD program continues to build ICT skills from years 4-6. Students work with the Teams and OneNote platforms to access and collaborate with their learning. Throughout term 4, all students took part in a series of lessons using coding platforms, including Scratch, where students could build programs using their own code.

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 Corpus Christi Primary School 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	67%	54%
	Reading	54%	67%
	Writing	83%	76%
	Spelling	58%	61%
	Numeracy	63%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	64%
	Reading	94%	74%
	Writing	76%	66%
	Spelling	71%	69%
	Numeracy	76%	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

Throughout 2023 the staff and students reflected on and refined practices consistent with the Whole School Well-being Framework and the Diocesan Well-being Framework. The staff worked through shared beliefs and practices for well-being and Positive Behaviour for Learning (PBL). The trial of Highway Heroes as an evidence-based program to support the Well-being framework has led to successful whole school implementation throughout 2023.

The school's Pastoral Care Worker facilitated the 'Season's for Growth' program. Seasons for Growth aims to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process. The program is underpinned by evidence about resilience, emotional competence and identity.

The Friendship Respect Openness Growth Social-Skills (F.R.O.G.S) program ran with selected students in Years 3,5, and 6. Facilitated by the school counsellor, the F.R.O.G.S program is an intervention that focuses on social anxiety and social skills, particularly regarding friendship. The program aims to assist students in understanding their strengths and weaknesses, understanding emotions and healthy conflict resolution.

Students in Year 6 participated in a Headspace presentation particularly geared towards managing mental health in the transition to High School. Other sessions included cyber-safety, positive relationships, recognising and responding to peer pressure, and developing resilience towards significant change, such as transitioning to high school.

The school's student parliament continued its operation, meeting regularly and facilitating student voice throughout the school. The parliament was visited by local member and Federal House Speaker, Sharon Claydon, who was impressed by the students' involvement in the process at school.

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

Key Improvements achieved In Catholic Formation and Mission.

During this year, we continued our focus on Faith formation.

We worked with the Parish Administrator and Assistant Priest to engage in regular attendance and participation in Mass. Students attended Mass twice per term and marked key celebrations in the Liturgical calendar.

The school hosted Parish Masses once per term as part of the Parish Pastoral Council's initiatives. This involved participating in all ministries and offering opportunities for hospitality following Mass. The school collaborated with Parish staff to deliver Sacramental programs to students and families in our school community.

Key Improvement in Learning

A sustainable framework for Case Management Meetings for professional collaboration, practice, and student improvement was established throughout the year. Staff members engaged in the process and this brought benefits to teaching and learning throughout all classes.

We have developed a sequence for explicitly teaching reading comprehension strategies in the primary grades. The Pedagogical Mentor supports this by modelling best practices in targeted pedagogy in reading comprehension. The N.S.W. English and Maths Syllabus for years K-2 was successfully implemented and staff members attended Professional Development.

As part of the Diocesan changes to the academic reporting process, we collaborate with parents and students to develop and monitor student learning goals. Students in Years 2-6 are invited to 'Parent-Student-Teacher Conversations About Learning' where students, parents and teachers share their understanding of learning behaviour and academic goals. These meetings take place in Terms 1 and 3 and inform the ongoing learning and the academic reports published in Terms 2 and 4. Student data inform goals, and teachers establish the following goals statements from current Progression data.

The 'Highway Heroes' Social and Emotional Learning program was successfully implemented throughout the year.

Priority Key Improvements for Next Year

In 2024, our Catholic Culture and Mission focus will continue to be focused on Formation of both students and staff.

As a staff, we will work to:

- Deepen our understanding of Formation as staff both personally and collectively.
- Develop and deliver systematic and sequential offerings of Formation that seek to form Christian Disciples and encounter the mystery of God.
- Formation opportunities and practices which began this year will be embedded into school procedure.

In 2024, our Learning focus will be on teaching strategies required for the implementation of the NSW English and Mathematics Syllabus.

As a staff, we will work to:

- Implement the new Syllabus in years 3-6, while refining the scope and sequence and teaching units
- Refine scope and sequence of teaching programs and assessment strategies for K-2. These classes implemented the new syllabus documents in 2023.
- Implement the 'Spelling Mastery' from years 4-6 and the Spell-It program in year 3.

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

While no Tell Them From Me Survey was conducted in 2023, the 2022, Tell Them From Me (TTFM) survey data tracked parent satisfaction with the school across areas such as welcome and inclusivity, safe and supportive environment (including positive behaviours), school/ home learning and open communication. The data indicates that the school is clear about rules and behaviours and has a positive approach to safeguarding the community.

The data indicates that parents value the communication between home and school and teachers' interest in their child's learning. Parents value opportunities for parents to become involved in school activities. Areas of development include further opportunities to develop homework practices and provide parent retreat programs.

Student satisfaction

While the Tell Them From Me Survey wasn't conducted in 2023, students in Years 4-6 completed the 2022 Survey. The information here summarises student responses.

Students indicated a substantial increase in feeling safe at school and positive teacher-student relationships. Data highlighted the opportunities and value of extra-curricular programs offered by the school.

Students reflected on the faith life of the school and recognised that the school helps to nurture their faith life and develop further understanding through the Religious Education curriculum.

Teacher satisfaction

While the Tell Them From Me Survey wasn't conducted in 2023, staff data from the 2022 TTFM survey demonstrated high and well above region mean data across several 'Drivers of Student Learning'. Teachers recognise the inclusive school as an area of strength, understanding the learning needs of students with special learning needs and developing individual education plans to set goals for students with special learning needs. An area for

development is integrating technology to support students to set goals, maintain focus and gain immediate feedback.

The Diocesan Staff Engagement Survey for 2023 revealed a high level of workplace satisfaction among staff members. An area for continued consideration was shown to be the pace of change and the way in which change was implemented throughout the diocese.

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	\$1,879,968
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$501,930
Fees and Private Income ⁴	\$422,376
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$138,234
Total Income	\$2,942,508

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$702
Salaries and Related Expenses ⁷	\$2,149,338
Non-Salary Expenses ⁸	\$755,805
Total Expenditure	\$2,905,845

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