

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Jeanette Fowles

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

About this report

St Aloysius 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

St Aloysius Catholic Primary School is located in Chisholm and is part of the Diocese of Maitland Newcastle. The school commenced in 2015 by the founding principal Suzanne Fern. The school has experienced increased enrolments due to the redevelopment in the area and the positive reputation of the context. As we continue to develop a sense of partnership between school staff, parents, and the parish we prioritise respectful relationships by developing strong links with the parents and students.

In my first year as principal, we continued to focus on student growth in all areas, this is central to who we are at St Aloysius Catholic Primary School. We strive to provide point of need teaching and learning experiences for all students, ensuring we nurture our children as individuals. Facilitating, planning and supporting teaching staff in consistently embedding best practice, that is research based, has been a strategic goal in 2023.

Our Catholic beliefs and values permeate our school and celebrations. At St Aloysius we strive to provide a quality, inclusive Catholic education for the students in our care. Our dedicated staff work collaboratively to ensure a student focused Catholic educational context. We offer a broad curriculum providing a range of opportunities and all children are encouraged to work hard and achieve their personal best, whether it is in the classroom, on the sporting field or through the many opportunities provided for their personal and spiritual development and all-round development. The pillars of Learning to Know, Learning to Do and Learning to Be provide a clear and consistent framework for all members of our community to strive towards.

In my first as principal at St Aloysius Catholic Primary School I have been working collaboratively with all stakeholders to ensure I have a deep understanding of the journey they have travelled and their goals for the future.

Parent Body Message

In 2023 the parent model implemented at St Aloysius is the Parent Engagement Group model. We continue to work in partnership with parents and the community, striving towards building a strong welcoming connection with our parents.

A number of events were planned and executed, which included a very successful Book Week and Grandparents Day, Mother's Day and Father's day morning tea and ANZAC liturgy. These and numerous other events, were opportunities to invite current and families, as well as visitors to the school-ensuring a sense of welcome and community.

We are supported by enthusiastic volunteers who enrich the school in many ways and would like to thank all parents for their ongoing support.

Student Body Message

Student Body St Aloysius Primary School is a great place to learn. We have good teachers who care deeply and teach us many interesting things. We are involved in many sporting opportunities and are well represented by our school and sport leaders.

The Year 6 School Leaders run the school assemblies and assist as required. Our Monday assembly is an opportunity to commence the week with the PBL focus, school prayer National Anthem and respectfully include our Acknowledgement of Country. During our Friday assemblies we acknowledge student effort and achievement, it is also a time when we celebrate learning.

We are involved in many activities at the school including open days, greeting visitors when they arrive, Annual School Visit prayer, helping with whole school fun days and peer support. We feel very grateful to have a beautiful school to learn and play.

School Features

St Aloysius continues to be the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 as a purpose built 21st century school. The school is situated in Chisholm, just over 30 kilometres north-west of Newcastle. It is one of Maitland's newest and fastest growing suburbs within one of the biggest growth areas in NSW. St Aloysius primarily takes enrolments from the estates in and around Chisholm and also the suburbs of Berry Park, Morpeth, Wallalong, Duckenfield, Hinton, Phoenix Park, and parts of Thornton and Raworth.

The school is part of the Chisholm Pastoral Region and the Lower Hunter Region with the closer Catholic primary schools being, Our Lady of Lourdes, Tarro and St Joseph's at East Maitland. St Aloysius is in the middle of an education hub with St Nicholas Early Education behind it and St Bede's Catholic College secondary school next door. Mostly, Year 6 students continue their secondary education at St Bede's Catholic College.

The school was purpose built with contemporary, flexible learning spaces that surround a central playground. It features natural elements of sandstone and rock. The learning classroom spaces are referred to as Campfire, Waterhole and Cave.

The outdoor play space has an assortment of choices. There is a wide grassed area, play equipment, futsal court, basketball/netball court, activity centre, handball courts, sensory garden (just being developed) and other sheltered areas from the elements. Parents and carers, families and friends are always encouraged to be part of school life by participating in a variety of functions, events, assemblies, Masses and Liturgies and information meetings and workshops.

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
282	320	117	602

* 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 90.67%. 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
91.84	88.82	92.26	90.29	90.47	90.44	90.58

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	61
Number of full time teaching staff	21
Number of part time teaching staff	16
Number of non-teaching staff	24

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

The Professional Learning focus in 2023 was linked to our Annual School Improvement Plan. The learning was underpinned by the CSO Leading Learning Collaborative initiative based on the research of Dr Lyn Sharratt. Learning for teaching staff was delivered in a systematic and planned way at whole staff meetings (Professional Learning Community Meetings) and pupil free days. Staff also undertook self-directed, grade based or whole staff professional learning in the following.

- Staff Development Days with Fiona Foley focusing on the Launch Explore Summarise
- Staff Formation with Ryan Gato
- Grade meetings (Professional Learning Team Meetings) where student learning data was analysed, and plans were made to support the improvement of student learning.
- Staff committed to the implementation of specific Learning Intentions and Success Criteria to make learning visible.
- Third Teacher -utilising within the classroom context
- Continued learning of the K-2 syllabus- Mathematics and English
- Introduction of the 3-6 syllabus -Mathematics and English
- Gifted Education and understanding CoGat data
- Teacher Accreditation and Maintenance- new policy and procedures
- CPR & Emergency Care

Catholic Identity and Mission

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

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

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

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

St Aloysius strives to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. School and class prayers are implemented at the commencement and conclusion of each school day, as well before recess and lunch, these include both formal and spontaneous opportunities.

Each class has a sacred space as one of the focal points in the classroom. We celebrate feast days and special events with whole-school liturgies or masses and invite our families to join us on these occasions.

The school signage reflects catholicity, in 2023 we refurbished our school foyer to highlight our vision and motto "We are called". Parish activities are promoted through the school, as is the Parish Sacramental Programme. The school and parish work in partnership in this area.

The school's Religious Education program is organised to coincide with the Parish and Chisholm Region reception of the Sacraments. The school community participates in liturgical celebrations on a regular basis, and families are invited to attend.

Diocesan initiatives are implemented at St Aloysius including Caritas and Catholic Mission activities. Our school with all other Diocesan primary schools participates together on different occasions (e.g. Catholic Schools Week, Mission Week, Special Needs Mass). Discipleship and Faith development is an important part of each day in a child's school life.

We aim to nurture and provide opportunities to challenge our children's faith so that it becomes a real and dynamic aspect to their lives, we do this in many ways both formal and informal.

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office. Students are encouraged to take part in faith formation experiences through daily prayer and reflection. Stage Masses and whole-school liturgies. Year 5 participate in leadership formation activities which model leadership on the person of Jesus.

Religious Education and Curriculum Religious Education is an integral part of learning and our school policy and implementation reflect the new Diocesan K-12 syllabus. Religious Education is given priority in programming and teaching. We continue to provide professional development for all teachers in Programming and Assessing Religious

During the 2023 school year the students participated in a number of social justice activities in support of Project Compassion, Catholic Mission and the St Vincent de Paul Society. Activities included Pancake Day, and the St Vincent de Paul Winter Appeal and Christmas Appeal.

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.

St Aloysius Chisholm provides a wide-ranging, inclusive curriculum dedicated to providing programs that are engaging and challenging, while being accessible for all students. As a Catholic school, our ongoing focus is to develop and empower the whole child in a variety of cross curricular skills and attributes including literacy, numeracy, information and communication technology, critical and creative thinking, spirituality and personal, emotional and social wellbeing.

Our teachers are currently developing a shared vision for curriculum practice, providing rich opportunities for all students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving.

The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops and iPads from Kindergarten to Year 3, similarly develops students' computer literacy.

The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences, with consideration given to enrolment in the diocesan established Virtual Academy.

Children who need assistance in an area of learning are identified by both norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort. Students with special needs are

supported, both in classrooms and on the playground, and provided with various opportunities to develop their potential.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursion ; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits such as choral festivals and ASPIRE. Students also engage in sporting pursuits that include gala days, athletics, cross-country, running and swimming. Students have access to extracurricular activities and lessons in the areas of band, and guitar tuition.

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 St Aloysius 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	69%	54%
	Reading	67%	67%
	Writing	87%	76%
	Spelling	56%	61%
	Numeracy	74%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	78%	74%
	Writing	66%	66%
	Spelling	62%	69%
	Numeracy	64%	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

St Aloysius Primary School seeks to be a place of belonging where we all respect the basic dignity of the human person, and all are treated respectfully. We continue to adopt a holistic approach to education with a focus on developing the full potential of each individual.

Our school ensures that at every available formal and informal opportunity the school pillars are promoted.

- Learning to Know
- Learning to Be
- Learning to Do
- Learning to Live Together

We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students our pillars. It is the way we live and reflect on our daily lives.

Students, teachers, and parents are regularly reminded of the school's commitment to our school values by explicit teaching, newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values.

During the 2023 school year, students participated in the St Vincent de Paul Winter Appeal to raise money to provide emergency relief to people at risk and experiencing homelessness.

Liturgies were held to recognise Indigenous Australians during Reconciliation Week. Students acknowledged NAIDOC Week and National Sorry Day with various activities being implemented for student participation.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country.

Anzac Day was respectfully, reverently, and solemnly acknowledged, connecting our families and wider community. Our school leaders attended the local Anzac Day ceremony, held at Maitland Park, where a wreath was laid, and a book donated. The local Remembrance Day Service was also attended by our student leaders, as a means for acknowledging the sacrifice and service of those touched by war.

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

1. A key focus for St Aloysius in 2023 was consistency of practice and processes K-6. This included programming format, English and Mathematics block. It also focused on facilitating effective communication strategies for both staff and parents.
2. Our curriculum focus has centred on continued student growth and improvement in Mathematics. During 2023, staff regularly engaged in meaningful Professional Development opportunities to increase teacher knowledge and skill in the pedagogical strategy of Launch, Explore, Summarise.
3. Through the Leading Learning Collaborative, and involvement of our Pedagogical Mentors, implementation of Learning Intentions and Success Criteria within mathematics which are highly effective in contributing to student academic growth, was achieved.
4. The building of meaningful and responsive relationships with Kindergarten children and their families through a structured transition process and the implementation of the Successful Foundations initiative. This initiative saw us establish contexts for collaborative play, investigation and learning and to analyse children's learning dispositions, skills and knowledge.

Priority Key Improvements for Next Year

St Aloysius will be implementing the following key improvements for 2024.

1. Catholic Identity and Curriculum - to continue to provide opportunities for staff students and families to deepen their relationship with Christ.

2. Teaching and Leading - using a range of assessment to inform teaching and consistent pedagogical practices within a quality teaching and learning cycle.
3. Leadership - building the collective efficacy across current leadership and staff to nurture the growth of potential new and current leadership in our staff and students.
4. Wellbeing - reviewing current Wellbeing and Behaviour Management processes to enhance the social emotional wellbeing of all community members.

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

In 2023, formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures and gauge feedback in a number of areas.

Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, and the organisation of the school. St Aloysius is supported by many families who make a significant contribution to building and sustaining our community through their efforts. We have many willing helpers who are generous with their time, funds and energy to ensure our community flourishes and our reputation is upheld.

Parents acknowledged the partnership they share with the school and numerous communications were positive that 2023 initiatives are welcomed.

Student satisfaction

The students of St Aloysius speak positively about their school and their teachers. The children are very involved in all aspects of school life and readily assist staff to improve our school. Our school attendance records demonstrate high student attendance and our students actively demonstrate behaviours that align to our school pillars and Positive Behaviours for Learning expectations.

They communicate, formally and informally, teachers are generally responsive to their needs and encourage independence. They feel classroom instruction is well-organised, with a clear purpose, and with feedback that helps them learn. Students identified that they are strongly encouraged to also speak to staff about any concerns they may have and feel that they have connections to someone they can turn to for advice.

Teacher satisfaction

In 2023 the staff at St Aloysius participated in the Maitland Newcastle Engagement Survey. The results indicated staff scored highly in the following areas.

1. Engagement
2. Wellbeing
3. Progress of the school

Staff satisfaction is measured by their attitude while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. The dedication of staff in contributing their time, talents and expertise is appreciated by the school and frequently recognised in the comments of parents.

Our teaching staff work together on a regular basis and focus on professional learning to improve student outcomes. Staff have positively responded to the improvement agenda and actively engaged with the work. The staff at St Aloysius are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

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	\$6,051,935
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,625,334
Fees and Private Income ⁴	\$1,684,639
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$452,440
Total Income	\$9,814,348

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$81,636
Salaries and Related Expenses ⁷	\$6,754,874
Non-Salary Expenses ⁸	\$3,326,935
Total Expenditure	\$10,163,445

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