

2024

ANNUAL SCHOOL REPORT



St Paul's Catholic College

Darley Road, MANLY 2095

Principal: Mr Mark Robinson

Web: www.stpaulsdbb.catholic.nsw.edu.au

About this report

St Paul's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Paul's Catholic College provides a high-quality Catholic education, delivered with care and compassion. The staff of the College know each student and strive to ensure that he grows in faith and learning through service and a commitment to differentiated learning that addresses the needs of each one. As an authentically Catholic learning community we seek to form relationships that are lifegiving and affirming, based on the example of Jesus Christ. Our students, staff and families engage with the wider community as we strive to produce well-rounded graduates that live lives of meaning and purpose. The College promotes an academic culture of continual learning and improvement that celebrates the success of every student and provides a wide range of opportunities for every student to grow and achieve physically, emotionally, socially and spiritually.

2024 will be remembered as a pivotal and formative year in the life of St Paul's Catholic College, Manly—a year in which history, identity, and future direction converged with remarkable clarity. It has been a time of reflection and celebration, of meaningful progress, and of steady preparation for the years ahead.

The College's 95th Anniversary this year offered more than a milestone—it was a testament to the enduring mission that has shaped our community since 1929. Throughout that time, St Paul's has remained faithful to its founding purpose: to provide young people with a Catholic education grounded in integrity, academic aspiration, and a deep commitment to service. The anniversary Mass brought this mission vividly to life, as generations of students, staff, families, and alumni gathered to give thanks and honour the legacy we continue to build.

While this year was marked by commemoration, it was also shaped by momentum. As we prepare to transition to co-education in 2025, the College stands at the threshold of an exciting and transformative chapter. These final months of all-boys enrolment have brought with them a sense of reflection, but also renewal. The Class of 2025 will have the distinction of being the final all-boys graduating cohort—a historic role that the current Year 11s are approaching with quiet confidence and a strong sense of responsibility.

Importantly, the coming change is not a departure from our identity, but an expansion of it. As we plan for the arrival of young women into our community, we do so with clarity of vision, unity of purpose, and a steadfast commitment to the values that have defined St Paul's for nearly a century. The physical environment may shift, and new voices will soon join our story, but our mission—anchored in faith, learning, and service—remains unchanged.

Throughout 2024, the spirit of the College has been powerfully evident across all areas of school life. Academic achievement, creative expression, sporting success, and faith-based service have all contributed to a rich and dynamic year. Moments such as St Paul's Got Talent brought joy and laughter to our community, while initiatives supporting Caritas, the Vinnies Winter Appeal, and One Meal reminded us of our responsibility to others. These are more than programs—they are expressions of who we are as a Catholic school committed to action and justice.

The continued implementation of our Strategic Directions—Live, Learn, Walk—has provided a framework for intentional growth and meaningful formation. Whether through the development of high-quality teaching and learning, the strengthening of wellbeing supports, or the integration of our Catholic values into everyday experience, these directions ensure that we remain focused not only on what we do, but on who we are becoming.

As we look ahead to 2025 and beyond, we do so with faith in our mission, confidence in our direction, and trust in the community that continues to make St Paul's a place of transformation, belonging, and purpose.

Parent Body Message

St Paul's College continues to provide parents with direct communication channels through Parent/Teacher/Student meetings, College emails, social media profiles, College website posts, College Compass announcements, regular phone calls from staff and announcements centred around the learning of their child. Parents are encouraged to communicate with the College through these means as an avenue for providing feedback and communicating with College Staff.

In 2024 there were several opportunities for parents to become involved with the future direction of the College, during information evenings, and uniform and branding consultation workshops. There was also great parent involvement in the College Open Day, which showcased St Paul's fabulously. Parents played an integral role in shaping the planning for co-education, particularly new families that engaged in the enrolment process for 2025.

The College continues to actively seek ways to build strong connections with its families. St Paul's is committed to ensuring it works in collaboration with local and wider community to improve student learning, engagement, wellbeing, and faith formation. As primary carers and a child's first teacher, the college recognises that the families are integral members of the school community and partners in their child's education. St Paul's prides itself on fostering mutually respectful relations with our families by encouraging open dialogue. During 2024, St Paul's also appointed Ms Katrina McDonnell as the Parent Engagement Coordinator, to support the links between families and opportunities at the College and Manly Freshwater Parish. Throughout the year, there was an increase in events large numbers of parents and carers being actively involved in key initiatives and information evenings.

Student Body Message

The students of St Paul's are a very close community who pride themselves on respect. That respect extends to all, establishing and maintaining high standards in learning, relationships and all school activities, coming together to work collaboratively on making the College the best it can be for all students. This collective effort is best seen in how students love to get involved in school activities, events, competitions and fundraisers. St Paul's Catholic College provides students with countless opportunities to participate and demonstrate their strengths and lead in all dimensions of student life. These opportunities range from enriching our learning in the classroom, to College representation in things like Rugby, Soccer, Volleyball, House tournaments, but also being present in our community in activities such as the 'Head Above Water' fundraising swim, ANZAC Day ceremony at Manly's War Memorial and being a regular participant in the Enterprise in the Community initiative.

This year, the College participated in and hosted numerous youth ministry events, such as SHINE, local Catholic Scripture, and primary school leadership days, giving students from St Paul's and our feeder schools opportunities to explore their faith, develop leadership skills, and forge meaningful connections. At St Paul's students are expected to live out the College's motto: "Prima Primum" which means first things first - it is a challenge to students to properly arrange life's priorities, which are evident in our COURAGE acronyms (Curiosity, Organisation, Understanding, Responsibility, Autonomy, Grit, Ethical Awareness). Our motto is the key for students to set high goals, establish proper standards, and to strive for excellence in all aspects of life - themes recited in the College prayer and lived out daily. It is through this motto that all students are able to succeed, and to be best prepared for life beyond the College.

School Features

St Paul's Catholic College is a comprehensive secondary school that has been educating the young men of the Northern Beaches since 1929. The College achieves consistently strong learning growth in NAPLAN and the Higher School Certificate by identifying and addressing the learning needs of each student. In this way the College creates a culture of success. The College offers a wide array of courses to stimulate students' interest in learning and prepare them for the world of work and post-school learning. As a result, the College produces leaders and achievers in business, medicine, public service, education, professional sport and the arts. In recent years St Paul's students have been HSC Allrounders and Distinguished Achievers, and have achieved great personal success in Mathematics, Information Technology, Applied Arts and a range of other courses. The College is situated on the historic St Patrick's Estate, offering state-of-the-art hospitality facilities, a dedicated creative arts hub, fully equipped technology workshops and a robust ICT network. Our students engage in a wide range of co-curricular and enrichment activities. The College offers a representative pathway for talented sportspeople, outdoor education and recreational pursuits that are unique to our harbourside location and engages in the Arts and Culture, offering musical education and enrichment. St Paul's student artworks are regularly selected for display in regional galleries and local businesses.

Founded upon the Charism of Blessed Edmund Rice, St Paul's is an inclusive community that seeks to not only educate but form young adults that will become leaders and shapers of their community with a strong commitment to justice and respect for all. The College's strong commitment to a rigorous and relevant Religious Education and involvement in Social Justice ensures that every student develops strong values and the confidence to live according to their beliefs.

St Paul's enters teams in the Broken Bay Sports Association and the Northern Beaches Peninsula Cup. Elite sporting pathways are facilitated through the NSWCCC and College proudly supports many students onto higher sporting honours. The ex-curricular sports program has been expanding over the past few years and students have opportunities to represent the College in a vast array of sports. Students can also represent the College in debating, public speaking, and a variety of curriculum-specific competitions in languages, science and mathematics. The College also offers an extensive extracurricular program in creative and performing arts.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	327	44	327

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2024 was 87.70%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.20	89.70	83.00	83.80	87.90	93.10

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	59 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Each year the College collects destination data relating to the Year 12 student cohort. Annually, the College compiles destination statistics for the Year 12 student group. Our data shows that roughly 50% of students pursued university education, while 18% either continued with their SBAT or embarked on an apprenticeship. The remaining students opted for a gap year or entered the workforce. Our students are supported to pursue a wide range of career pathways that match their interests and abilities. With an increase in the number of students completing school-based apprenticeships and traineeships, we have seen a slight increase in this pathway and a slight drop in retention when students gain employment and leave school before the completion of the HSC. This is seen as a positive for students who pursue a pathway into trades.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	46
Number of full time teaching staff	37
Number of part time teaching staff	9
Number of non-teaching staff	8

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

On the first staff day, St Paul's staff celebrated the Eucharist together, along with the other Precinct schools at our Parish Church in Manly. The College school year began with a Mass of Welcoming celebrated in our Parish church. All new students and staff were presented with a certificate of welcome into the community. National and Religious festivals and feast days (Blessed Edmund Rice, St Paul, Saints Anne and Joachim) are marked by Liturgical assemblies including Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas with liturgical services.

The College engaged in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent de Paul Winter Appeal and the St Vincent de Paul Christmas hamper appeal, which we support every year. Year 10 students were involved in the Catechist Program at Harbord Public School, visiting once a week. A vital part of this is the

role of Youth Ministry which is important as it fosters relationships with Parents and Parish community.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Staff members are committed to continuous improvement in teaching and learning in all facets of the curriculum. The curriculum at the College is a comprehensive curriculum that allows for student choice in Stage 5 across a broad range of electives. In Stage 6, 29 subjects were studied by our students. The College is in its third year of a targeted Literacy in Subject Areas program. This program is run across all Learning Areas, except Mathematics, and is providing for consistent teaching of literacy across the College, focusing on the key areas of literacy for each learning area. The commitment of the College and Catholic Schools Broken Bay in providing time and resources to this program is responding responds to the needs of our students. Providing an appropriate Stage 6 pattern of study for each student is a key undertaking of the College. While many students choose the traditional academic path, a meaningful number of students engaged in and successfully achieved their first-year apprenticeship through a School Based Apprenticeship or Traineeship.

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.

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 Paul's Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	70%	61%
	Reading	75%	67%
	Writing	61%	65%
	Spelling	82%	72%
	Numeracy	82%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	50%	55%
	Reading	71%	63%
	Writing	53%	61%
	Spelling	61%	72%
	Numeracy	63%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Business Studies	30 %	35 %	33 %	36 %	43 %	37 %
Information Processes and Technology	17 %	28 %	-	32 %	0 %	31 %
Personal Development, Health and Physical Education (PDPHE)	33 %	26 %	22 %	31 %	40 %	35 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Parents speak incredibly highly of the vibe they get when entering St Paul's; unassuming and welcoming. Teachers and Support Staff are always incredibly approachable and responsive. The Goal setting initiative was very well received and a great way to get school-child-parent engagement on such an important matter.

Parents have referred to the following areas in regarding St Paul's:

- parents feel welcome in the school community
- the College is a safe and inclusive environment
- the College supports the learning needs of ALL students
- the school supports positive behaviour, and
- that parents are informed about their child's learning.

Student satisfaction

The students at St Paul's are very proud of their College. Students in Year 12 were afforded the opportunity to provide feedback on their time at the College. Students were asked about their experiences at St Paul's College. A wide range of topics to assess their satisfaction with various aspects of school life were discussed including, aspects included the quality of working relationships with peers and teachers, the effectiveness of different teaching methods, the adequacy and accessibility of resources, and the variety and quality of extracurricular activities available. By gathering this feedback, the College aims to gain valuable insights into the student experience and identify areas for improvement to enhance the overall educational environment.

Teacher satisfaction

The high level of staff retention experienced in 2024 is a strong indicator of the level of satisfaction that teachers have in their roles. A comprehensive survey of the teaching staff indicates that they felt supported and appropriately challenged in their teaching practice. In particular teachers identified that they experience:

- a high degree of collaboration and support from their colleagues

- access to a range of data sources to inform their teaching practice
- the strong support of parents who have high expectations of their children's learning
- support in developing their understanding and appreciation of the Catholic values that underpin their work
- accountability for the learning of their students.

Areas for growth in teacher satisfaction were also identified including the inclusion of student voice in the development of teaching and learning programs and peer to peer accountability among colleagues.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$3,755,012
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,000,988
Fees and Private Income ⁴	\$2,681,071
Interest Subsidy Grants	\$9,771
Other Capital Income ⁵	\$233
Total Income	\$7,447,078

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$1,398,806
Salaries and Related Expenses ⁷	\$7,971,432
Non-Salary Expenses ⁸	\$3,407,009
Total Expenditure	\$12,777,248

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT