

2024

ANNUAL SCHOOL REPORT



St Leo's Catholic College

16 Woolcott Avenue, WAHROONGA 2076

Principal: Mr Anthony Gleeson

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About this report

St Leo'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

The purpose of St Leo's Catholic College is to provide the highest quality Catholic education through and with our relationship with Jesus Christ.

Together with our parents/carers and our CSBB community we strive to develop confident, competent, Catholic-valued young people of conscience.

This is achieved through the support and development of the whole human being whereby many opportunities are given to promote our young people's spiritual, academic, physical, social/emotional, cultural and environmental growth.

This year our foci from our College 2023-2028 Strategic Plan were:

- Strengthening the College House System
- Embedding Restorative Practice
- Implementing Learning Principles and Attributes
- Building teacher capacity to improve student writing
- Building connections, strengthen existing partnerships to support student growth.

These foci were supported by the development, release, and implementation of both the Teaching and Learning Framework and the Positive Behaviour Student Flowchart collaborative documents.

This enables us to take another step towards our two original opportunities in our College Strategic Plan of:

- Embedding high expectations for enabling success in learning for all
and
- Ensuring growth for all through an environment of continuous improvement

One of the unique aspects of the College, is that our college community mirrors a broader society, reflecting the diverse tapestry of human experiences and characters. Within St Leo's Catholic College, students from a wide range of backgrounds, abilities, cultures and walks of life come together in a shared journey of beliefs, learning, friendship, and growth. It is within this dynamic that the true impact of inclusion and kindness becomes apparent, transcending all external influences that may seek to divide us.

Our community goes beyond being just tolerant of individual differences but rather enhancing these individual differences as a building block for developing lifelong healthy relationships in our society.

This Annual Report details our narrative of our journey in 2024.

Parent Body Message

St Leo's Catholic College continues cultivating the relationship between the parents/carers and the College. The College appreciates the importance of the three-way partnership between parents, the student and the College - which is required for the development of a student through their secondary education years.

A significant part of this partnership's strength is the reinforcement of the cyclical model of our Parents in Partnership (PiP). The PiP consists of a small working party of a core group of parents across the year levels who raise issues on behalf of the wider school community.

The College employs a Parent Engagement Coordinator (PEC), to assist in fostering the relationship between school and home.

The fortnightly newsletter, 'The Lion Roars', is a great way to keep students and parents up to date with the vast range of activities going on in the College.

The College also has a very popular Community Tutoring Program that has been running for many years. This is a very effective program assisting many students, particularly in the early years of 7 and 8, with literacy and numeracy.

The College's Mentor Teachers and Year Leaders reach out at the start of every year to introduce themselves to the parents/carers and to brief them for the year.

Student/Parent/Teacher conferences are conducted face-to-face at designated times in the year or online if parents/carers are unavailable for the live meetings.

The College holds a 'Coffee and Chat' once a term at the College. This is very positive and engaging and adds to the reinforcement of the partnership between the parents and the College.

Every year on Mother's Day and Father's Day, the College holds a beautiful liturgy followed by a breakfast to bring students and their mums, dads, carers and grandparents together to share a special morning.

There is an annual College Open Day as well as a biennial Careers Expo, open to all. Careers Expo days along with weekly Careers Talks are very valuable, as they showcase many universities, colleges, tertiary educational institutions and other vocational training bodies to help students with their career and future choices.

Student Body Message

The 2024 school year allowed students to further develop their holistic attributes, providing the opportunity for all to work towards the school mission of forming 'confident, competent, catholic-valued young men and women of conscience.' Through participation in religious activities such as Mass, The Rosary, the St Vincent De Paul Society, Laudato Si' Environmental Group, the Youth Alpha program, sports, music and further performing art groups, students were encouraged to grow in confidence, skills and communication with fellow peers. Alongside these, the College's 2024 theme, 'change the world with kindness' remained utmost important throughout the year, determining relationships, activities and promoting a healthy and safe school environment.

Furthermore, 2024 witnessed the continuation of encouragement towards students participating in Student Leadership opportunities. Students involved in leadership activities include Student Representative Council, Year 12 Leadership team, St Vincent De Paul Society, and Alpha Youth Program, developed collaboration and creativity, enabling and equipping students to find their voice within the school and greater community. Within listed groups, students were provided an opportunity to create and promote strong relationships between students, and staff and worked to ensure opinions and values of all could continue to be catered for.

We would like to thank the College and staff for another school year filled with opportunities to grow, and learn, from both the graduating class of 2024 and the entire student body.

School Features

St Leo's is a Catholic comprehensive, co-educational College located on six hectares in the leafy Upper North Shore suburb of Wahroonga. With a strong and positive growing reputation, the College continues to be in extremely high demand, currently at maximum capacity with extensive waitlists now in every year group for 2025 and 2026.

Renowned for our pastoral care and inclusive environment, St Leo's has a strong focus on knowing each student and growing their unique potential. The comprehensive pastoral care program focuses on promoting wellbeing, connectedness, resilience and positive relationships. The positive and supportive environment at the College fosters individual differences and talents, ensuring all students have the opportunity to reach their full potential, achieve their personal best and feel happy, safe and valued.

Following on from a major \$30m campus and technology upgrade completed three years ago, further improvements to the campus have continued. These include a new library, staff rooms and the extensive refurbishment of one of the original buildings, 'C Block', now known as Aquinas House.

Planning commenced for the acquisition and installation of four air-conditioned Donnelly classrooms to account for the predicted increase in student numbers next year.

St Leo's is proud of the academic results achieved by our students, as well as the range of achievements in other fields of endeavour. Over 70% of graduating students are consistently offered university places each year - an impressive achievement for a comprehensive school, considering the average State average of 30%. Our unique Pathways Program also assists students and families transition to life beyond school.

St Leo's nurtures the spiritual life of each student through a vibrant liturgical and Religious Education program. The College enables students to put their faith into action and positively impact their world both locally and globally with an extensive suite of social justice opportunities. The commitment to developing the 'whole person' and wide range of learning experiences offered includes student mentoring and coaching programs as well as our unique Community Tutoring program. A strong STEM and innovation focus ensures students have the skills they need for a globalised world. A strong sporting culture and array of co-curricular offerings including 24 Creative and Performing Arts ensembles are also available to all students.

This extensive range of offerings helps make St Leo's an exceptional place to learn and produce 'confident, competent Catholic-valued young women and men of conscience' who are ready to change the world for the better.

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
438	562	205	1000

* 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 86.60%. 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
89.50	86.60	84.90	86.20	87.60	84.50

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	45 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98.5 %

Post School Destinations

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

Figures relating to the 2024 Year 12 student body showed that 65% of students went to University, 20% embarked on TAFE related studies and 15% went into employment.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	90
Number of full time teaching staff	72
Number of part time teaching staff	18
Number of non-teaching staff	15

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 teachers

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.

St Leo's Catholic College is dedicated to the education and formation of young people as disciples of Christ and our motto "God's Law in the Heart" gives direction to our mission. As an inclusive Catholic school, St Leo's provides a Catholic education for young Catholics and non-Catholics alike.

The College weaves prayer and worship into a rich tapestry of liturgical celebrations throughout the year. Further strengthening our Cathedral precinct, St Leo's joins with OLOR Catholic Primary school to celebrate significant events.

Key events on our calendar include:

- Year 7 Bible Presentation
- Street Retreat Homelessness Program
- Catholic Care Early Education Support Program
- Bible Study Groups

- McQuoin Park Nursing Home Visit Program
- Ignite
- Praisefest Events
- Shine
- Jamberoo Abbey Retreat
- Senior Retreats Program
- Hornsby Cathedral Parish Dinner Program for the Disadvantaged
- Caritas Annual Appeal
- Vinnie's Winter Sleepout

The College's Youth Ministry offers a variety of exciting opportunities students can choose to participate in at St Leo's each week.

The College welcomed a Parent Engagement Coordinator to further strengthen links between the College, Catholic feeder schools and our local parishes.

We continued to unpack the data from the student spirituality survey. This research provided a valuable insight into the faith journey of our students and proved a great starting point for strategic planning.

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.

St Leo's offers a broad curriculum that is responsive to each student's needs. The College provides an engaging and challenging learning environment that focuses on promoting student growth. Embracing a diversity of student capabilities, we provide academic challenge and support for different learning styles, rates and abilities, giving all students the opportunity to achieve their personal best. Our wide range of subjects provides pathways to university, other tertiary studies, and the workforce. Our courses give students a balanced and diversified experience across a range of academic, cultural, physical and vocational fields.

The College Leadership team continued working collaboratively with staff focusing on two strategic opportunities for the College which are:

- Embedding high expectations for enabling success and learning for all, and
- Ensuring growth for all

To align with our strategic opportunities, the College released our Teaching and Learning Framework in 2024. The Framework outlines the attributes (Collaboration, Independence, Resilience and Responsibility) and dispositions (Rigorous, Informed, Empowered and Relational) that we as a College values for our staff and students. At the core of our framework is Hope Filled, where all students are guided to develop a growth mindset to become young people who are resilient and persistent and believe in their capacity to achieve, reflect and grow.

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 Leo'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	78%	61%
	Reading	84%	67%
	Writing	82%	65%
	Spelling	83%	72%
	Numeracy	89%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	68%	55%
	Reading	80%	63%
	Writing	72%	61%
	Spelling	86%	72%
	Numeracy	75%	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%.

The graduating class of 2024 produced strong results. Our students showed tremendous resilience, persistence and determination.

Some highlights:

- The College Dux received an ATAR of 99.05
- 37 Distinguished Achievers Award were awarded to our students
- Our students achieved 188 Band 5 and 6 results (36% of all results)
- More than 80% of students were offered places at university, with over 60% of students receiving early entry offers from universities prior to the HSC examinations
- The College received two state rankings in Engineering Studies and Automotive Examination.
- Students in 19 courses were ranked first in CSBB schools
- One student received a SHAPE nomination for Industrial Technology - Timber
- One student was nominated for ARTEXPRESS – Visual Arts
- Three students were nominated for Drama OnStage
- Two students were nominated for Dance Callback and one student was selected to perform their piece at Callback.

We were most proud of the growth shown by all students.

The Class of 2024 are certainly to be congratulated.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Community & Family Studies	37 %	33 %	63 %	36 %	-	-
Community and Family Studie	-	-	-	-	53 %	36 %
Engineering Studies	50 %	30 %	38 %	29 %	60 %	32 %
English Advanced	63 %	67 %	50 %	67 %	61 %	68 %
English Standard	22 %	16 %	9 %	13 %	25 %	13 %
Society and Culture	67 %	43 %	56 %	45 %	71 %	45 %
Studies of Religion I	30 %	41 %	35 %	49 %	45 %	44 %

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

Surveys of parents indicate the highest levels of parent satisfaction in the following areas:

- the welcoming, inclusive, and supportive school community
- the caring and supportive teachers and other staff
- the high level of pastoral care and support provided to students
- the quality of Catholic education provided at the College
- the provision of a well-balanced, holistic education
- students' progress and growth, with significant opportunities for students to grow holistically
- Parents expressed that they were satisfied with the revised mobile phone policy

Student satisfaction

Students are regularly surveyed about their views and levels of satisfaction. The College conducts regular meetings of the Student Representative Council chaired by the College Captains. Representatives have provided pleasing responses with regard to learning structures, teacher practice and the pastoral care programs within the College.

Students are particularly pleased with:

- the quality of education with a clear focus on students reaching their own personal best
- the caring and supportive teachers and staff
- the holistic approach to education at the College
- the co-educational nature of the College
- the social and cultural diversity at the College
- the many opportunities offered to students at the College

Teacher satisfaction

Staff members are regularly involved in dialogue at the College.

Teachers rate the following:

- the quality of pastoral care and focus on student well-being
- the quality Catholic education provided opportunities for students to find their greatness and make a positive difference
- the provision of a holistic education, focused on student growth

Teacher feedback identified that there was a need for greater staff involvement in school improvement processes and this feedback was used to drive the strategic planning process that was embarked upon in Term 4, 2023.

In response to the school evaluation there was a re-structure of the leadership team which included the creation of a Professional Learning position on the leadership team - Director of Professional Growth that has focused on supporting staff professional development to enable progress through levels of professional accreditation.

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	\$9,921,585
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,656,026
Fees and Private Income ⁴	\$7,997,767
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$10,086
Total Income	\$20,585,465

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$6,096,010
Salaries and Related Expenses ⁷	\$15,788,023
Non-Salary Expenses ⁸	\$7,442,655
Total Expenditure	\$29,326,690

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