



ANNUAL REPORT 2025



CONTENTS

EXECUTIVE DIRECTOR'S REPORT	3
BISHOP'S REPORT	4
TABLE OF SCHOOLS	5
ORGANISATIONAL STRUCTURE	6
STAFF PROFILE AT A GLANCE	7
2025 HIGHLIGHTS	8-9
OUR PERFORMANCE	10-14
FINANCIAL REPORT	15

DIOCESAN SCHOOLS

P = Primary School
S = Secondary School
P-12 = Prep to Year 12
B = Boarding Facilities

TOWNSVILLE

North Ward

St Joseph's Catholic School P

Hyde Park

St Margaret Mary's College S

Mundingburra

St Joseph's Catholic School P

Currajong

Marian Catholic School P

Annandale

Southern Cross Catholic College P-12

Cranbrook

Holy Spirit Catholic School P

Kirwan

Ryan Catholic College P-12

Rasmussen

Good Shepherd Catholic School P

Deeragun

St Anthony's Catholic College P-12

Burdell

St Clare's Catholic School P

Shaw

Mary Help of Christians Catholic College S

St Benedict's Catholic School P

Palm Island

St Michael's Catholic School P

NORTHERN REGION

Ingham

Our Lady of Lourdes Catholic School P

Gilroy Santa Maria College S

Halifax

St Peter's Catholic School P

Abergowrie

St Teresa's College S (B)

SOUTHERN REGION

Ayr

St Francis Catholic School P

Burdekin Catholic High School S

Home Hill

St Colman's Catholic School P

Bowen

St Mary's Catholic School P

Proserpine

St Catherine's Catholic College P-12

Collinsville

St John Bosco Catholic School P

WESTERN REGION

Charters Towers

Columba Catholic College P-12 (B)

Hughenden

St Francis Catholic School P

Winton

St Patrick's Catholic School P

Cloncurry

St Joseph's Catholic School P-9

Mount Isa

St Kieran's Catholic School P

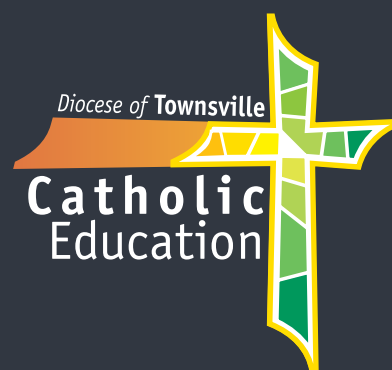
St Joseph's Catholic School P

Good Shepherd Catholic College S



We acknowledge with respect, the land, the skies, the waterways and the spiritual systems of the Traditional Owners of the lands within the Townsville Diocese.

From Ingham in the North, to The Whitsundays in the South. From Palm Island in the East, to Mount Isa in the West, let us honour the wealth of diverse cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples that have been part of this land for over 60,000 years. We pay our respects to the Elders with us and watching over us from the Dreaming, and commit ourselves to nurturing the strengths of our emerging leaders across the Diocese. We continue to walk humbly on this land towards reconciliation for we are one in land, one in spirit, one in faith, united in God's love.





EXECUTIVE DIRECTOR'S REPORT

JACQUI FRANCIS
EXECUTIVE DIRECTOR

What a transformative and inspiring year 2025 has been for Townsville Catholic Education. Our system of schools has continued to flourish with a collective focus on innovation, evidence-informed teaching and a deepening commitment to our shared mission of providing a holistic, quality Catholic education. Guided by our faith and a shared dedication to the wellbeing of our young people, we have made remarkable strides in ensuring every student is supported to thrive.

Throughout the year, our strategic focus on learning and teaching has truly come to life in our classrooms. By embracing contemporary, evidence-based practices and enhancing our curriculum frameworks, we have strengthened academic excellence across all year levels. This progress is a direct result of the dedication and professionalism of our staff, who have worked collectively to implement new data-driven initiatives and expand pathways that prepare our students for meaningful futures beyond school.

At the heart of our success is a continued investment in our people and our environment. In 2025, we focused heavily on building capacity across all career stages, fostering confident, mission-aligned leaders and nurturing the next generation of educators. Simultaneously, we took significant steps toward environmental sustainability, embracing renewable energy initiatives that reflect our shared responsibility to care for our common home and ensure our schools are fit for the future.

Our Catholic identity remains the central pillar of everything we do. Staff engaging in spiritual formation and professional development has not only enriched our religious literacy but has also deepened our recontextualised Catholic dialogue, ensuring our schools remain vibrant faith communities rooted in hope, compassion and gospel values.





BISHOP'S REPORT

MOST REV. TIMOTHY J HARRIS
Bishop of Townsville

Catholic education within the Diocese of Townsville holds a distinctive and enduring value that extends well beyond the classroom. At its heart is an education grounded in the person of Jesus Christ, seeking not only academic excellence but also the holistic formation of each student. This integrated approach shapes young people who are not only knowledgeable but also compassionate, resilient and committed to the common good.

I think one of the defining strengths of Catholic education in the Diocese is its strong sense of community. Within this context, relationships are built - relationships between students, staff, families and the wider Church. In such settings, each person is encouraged to develop a sense of dignity and respect for others, reflecting the Gospel values that underpin all aspects of school life. Here the value of Catholic education is recognised not only by Catholic families but also by those of other faith traditions and none. The Catholic school 'difference' is real, and I applaud this difference.

Clearly Catholic Education, whilst not compromising Catholic Identity, does embrace people and is in every sense inclusive. Our schools are built on Christ and His mission to the world. Because every single person matters to Christ, every single person matters to our schools. If this environment continues to exist, then the beneficiaries will be the schools themselves and the wider community.

In 2026 the Diocese will be convening a Synod - the third Synod since the creation of the Diocese. Our schools' leadership will be very much involved. I was determined to have the key people leading our schools present and engaged in the process and outcomes of the Synod. A Synod is an 'official' gathering of the Church where we have a formal listening of the voices in the hope that our local Church, and its expression, is responding to the signs of the times and engaging in respectful dialogue with the world. The Synod will help us take a health check in a sense, so I wanted our schools' leadership to feed into this conversation. Of course, the only reason the Church exists is to evangelise and spread the good news of Christ.

In our rapidly changing world, Catholic education offers a stable foundation rooted in faith and tradition, while remaining open to growth and innovation. Its enduring value lies in its mission - to educate people and to inspire lives of purpose, service and faith. I personally was inspired recently when I had a chance to speak with some school leaders and board members at one of our schools, and I came away very enthused by their commitment to the Catholic education endeavour as they expressed their dreams and hopes for the future.

At the end of the day, our Diocese wants to grow our Catholic education footprint and we are certainly doing our best to do so. We educate nearly 13,000 students with approximately 2,900 staff members employed, so our presence is here to stay. The value of this presence means a great deal to me as the chief teacher of the Diocese.

Congratulations, Catholic Education Townsville on another solid year of making a difference.



TABLE OF SCHOOLS

Primary Enrolments (Prep to Year 6)

School	Total Students	School	Total Students
Holy Spirit Catholic School - Cranbrook	685	St Francis Catholic School - Ayr	223
Good Shepherd Catholic School - Rasmussen	284	St John Bosco Catholic School - Collinsville	69
St Mary's Catholic School - Bowen	149	St Joseph's Catholic School - The Strand	355
Marian Catholic School - Currajong	379	St Peter's Catholic School - Halifax	19
St Colman's Catholic School - Home Hill	119	St Francis' Catholic School - Hughenden	31
Our Lady of Lourdes Catholic School - Ingham	334	St Joseph's Catholic School - Mount Isa	302
St Kieran's Catholic School - Mount Isa	138	St Joseph's Catholic School - Mundingburra	359
St Michael's Catholic School - Palm Island	116	St Patrick's Catholic School - Winton	47
St Clare's Catholic School - Burdell	720	St Benedict's Catholic School - Shaw	626

Secondary Enrolments (Years 7 to 12)

School	Total Students	School	Total Students
St Teresa's College - Abergowrie	80	Burdekin Catholic High School - Ayr	282
Gilroy Santa Maria College - Ingham	315	St Margaret Mary's College - Hyde Park	711
Good Shepherd Catholic College - Mount Isa	440	Mary Help of Christians Catholic College - Shaw	121

Prep to Year 12 Enrolment

School	Primary	Secondary	Total
St Anthony's Catholic College - Deeragun	694	832	1526
Ryan Catholic College - Kirwan	770	1,262	2032
St Catherine's Catholic College - The Whitsundays	343	385	728
St Joseph's Catholic School - Cloncurry	158	30	188
Columba Catholic College - Charters Towers	162	273	435
Southern Cross Catholic College - Annandale	713	774	1487

Total Students 13,300

Primary 7,795

Secondary 5,505

School Renewal 2025

Good Shepherd Catholic School, Rasmussen	2025 Validation
St Anthony's Catholic College, Deeragun	2025 Validation
St Colman's Catholic School, Home Hill	2025 Validation
St John Bosco Catholic School, Collinsville	2025 Validation
St Joseph's Catholic School, Mount Isa	2025 Validation
St Patrick's Catholic School, Winton	2025 Validation
St Teresa's College, Abergowrie	2025 Validation

2025 Approved Capital Projects

Mary Help of Christians Catholic College, Shaw	Construction of block D and block E	\$20,558,499.00
St Mary's Catholic School, Bowen	Refurbishment of three General Learning Areas, and new lift and stairs	\$1,031,852.88

2025 Approved Self Funded Projects

St Francis' Catholic School, Hughenden	Toilet block refurbishment	\$332,200.00
St Michael's Catholic School, Palm Island	Senior toilet block refurbishment	\$283,010.00

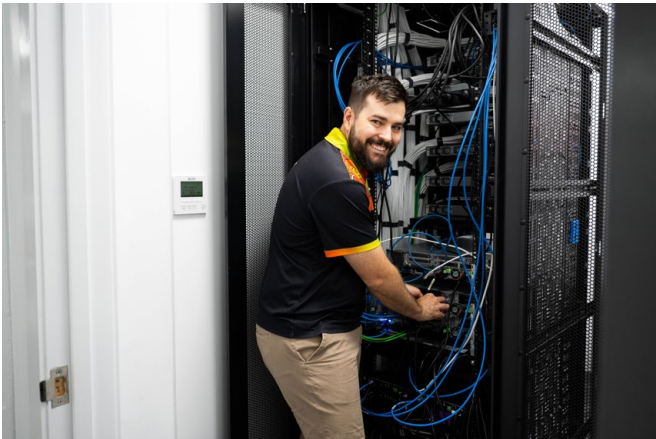
ORGANISATIONAL STRUCTURE

Townsville Catholic Education Directors provides expert and strategic leadership, particularly with regard to services for systemic schools. They collaborate to develop capability and policy for school improvement, ensuring the relationship between the Diocese Executive Team and the TCE Strategic Leadership Team is vibrant, contemporary and connected to the successful achievement of strategic objectives.



STAFF AT A GLANCE

Total Staff	3475
School Staff Headcount	
Teaching Staff	1584
Non-Teaching Staff	1695
Staff in Senior Leadership Roles (Principal, DP, APRE, AP)	141
Boarding Staff	55
School Staff FTE	
Teaching Staff	1114.21
Non-Teaching Staff	990.51
Boarding Staff	51.63



HIGHLIGHTS



Aboriginal and Torres Strait Islander Graduation Mass



St Catherine's Catholic College, The Whitsundays Centenary milestone



Catholic Education Week State Launch in Rockhampton

HIGHLIGHTS



Catholic Education Week, Deus Caritas Est Award Liturgy



Catholic Education Week, Spirit of Catholic Education (SOCE) Liturgy



Catholic Education Week



Opening of new school, Mary Help of Christians Catholic College, Shaw



Pedagogy of Difference Launch



Our Lady of Lourdes Catholic School, Ingham Blessing

LEARNING AND TEACHING

THE SCIENCE OF LEARNING

In 2025, The Science of Learning continued to underpin all aspects of Learning and Teaching across the system. Resources, frameworks and professional learning were reviewed and aligned to ensure consistency with evidence-informed practice. This work directly informed the development of the Numeracy Position Statement and the identification of endorsed literacy and numeracy practices across the phase of school from Prep to Year 10.

STRENGTHENING SCHOOL LEADERSHIP IN LEARNING AND TEACHING

To support school leaders and teachers in embedding the Learning and Teaching framework, the Pedagogy Assessment Curriculum Excellence Requirements (PACER) document was consolidated and socialised as a central reference point for schools. This collation of system requirements provide clarity and coherence for school implementation. Updates to PACER during the year included refinements to the TCE Reporting Guidelines, ensuring alignment between pedagogy, assessment and reporting practices.

CURRICULUM PLANNING AND EDUCATION GUIDELINES

All schools focused on implementing the revised Non-State Schools Accreditation Board (NSSAB) Guidelines through audits of curriculum hours and discretionary time to ensure compliance and identify further improvements. TCE developed sample implementation and improvement plans to support school leaders in targeting key priorities including Literacy, Numeracy, Orderly Learning Environments and Multi-Tiered Systems of Support.

DATA HUB AND EARLY READING INTERVENTION

The development of Veritas in 2025 enabled schools' readiness to capture and analyse their Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data at the beginning of the 2026 school year. DIBELS assists schools to identify students at risk of low acquisition of literacy skills and to respond with early interventions. A corresponding teaching response guide was developed for teachers from Prep to Year 8, enabling educators to align instructional responses to students' identified risk levels.

LEARNING HUB AND PROFESSIONAL LEARNING ALIGNMENT

TCE improved the offering of professional learning through its platform, Learning Hub. Courses in the Science of Learning were introduced for all staff, alongside a curated list of endorsed professional learning aligned to system priorities. Professional development was also delivered to support practices consistent with the Disability Discrimination Act and Disability Standards for Education. Work commenced on a review process to strengthen system approaches regarding equitable access by students with disabilities.

STUDENT PATHWAYS AND POST-SCHOOL READINESS

Significant progress was made in advancing the Student Pathways strategic focus area. The Student Pathways Framework continued to be embedded within TCE's pedagogy, assessment and reporting approaches, and schools were supported to integrate pathways planning into their practices. Development of a dedicated online Pathways site commenced to provide schools with accessible resources for use with students.

Sponsorship of career development staff to complete the Graduate Certificate of Career Development through James Cook University strengthened the presence of qualified Career Development Practitioners across the system. The majority of schools have a qualified practitioner, with new staff supported to undertake the course where required.

Ongoing auditing of TCE's Registered Training Organisation qualifications ensured offerings remain relevant and aligned with student and industry needs. Exploration of a cross-school Information Technology Support qualification is underway, providing opportunities for embedded placements within schools and the TCE Information Technology and Services department.

Partnerships with industry and tertiary providers were strengthened to expand opportunities for students in Years 10-12, including work experience, further study, school-based apprenticeships and traineeships. Collectively, these initiatives demonstrate strong progress toward ensuring every student is supported to pursue meaningful and achievable post-school pathways.



FAITH AND MISSION

CATHOLIC IDENTITY AND LEADERSHIP FORMATION

In 2025, TCE continued its partnership with Australian Catholic University (ACU) to deliver the annual theology intensive as part of the Townsville Enhancing Catholic School Identity (ECSI) Three Shifts Project. This marked the third year of the cycle and involved all Principals and Assistant Principals Religious Education (APREs), with a focus on the Religiosity Shift. The intensive program equipped senior leaders to interpret their school's Catholic identity data and to lead staff formation that supports recontextualised Catholic dialogue in schools.

TCE also participated in a co-designed research pilot with ACU to investigate the impact of targeted professional learning across 2025, with reporting extending into 2026. This research explores how the Three Shifts Project influences leaders' understanding and behaviours in leading Catholic identity formation within their schools.

Each year, TCE facilitates participation in the ECSI Surveys developed by KU Leuven. In 2025, seven schools participated with strong overall engagement. Innovative approaches were trialled including oral survey facilitation in some school contexts to ensure equitable community voice. The data provided valuable insights into belief positions and Catholic identity across diverse school communities.

RELIGIOUS EDUCATION CURRICULUM DEVELOPMENT AND SUPPORT

Support continued for schools to appropriately implement the TCE Religious Education Units. During 2025, a particular focus was placed on the completion and release of Prep and Year 7 curriculum units. The development of these units included the creation of supporting modules that provide theological background and practical guidance for teachers. Audio introductions were also developed to outline the purpose and scriptural context of each unit.

Religious Education units for Small Multi-Year Learning Environments (SMYLE) schools continued to be reviewed annually to ensure alignment with the Religious Education Guidelines and the needs of smaller school contexts. Networking opportunities connected teachers to the core mission of Catholic education and supported early career teachers in understanding Religious Education as a rigorous and robust learning area that guides students toward a personal integration of faith and life. SMYLE Religious Education teachers enjoyed face to face and online professional learning opportunities that enabled them to build strong skills in designing engaging learning sequences, differentiating for diverse learners, and planning critical, dialogical thinking activities.

CHAPLAINCY IN SCHOOLS

The Chaplaincy program continued to operate across all schools throughout 2025. System work focused on the development of Chaplaincy Guidelines, which are scheduled for endorsement in early 2026. Chaplains are an integral part of each school's pastoral care response to student needs, providing inclusive emotional, social and spiritual support. Throughout the year, Chaplains engaged in networking and formation meetings facilitated by TCE and supported the APRE in opportunities that advanced the religious life of the school community through social justice initiatives.



AUTHENTIC FAITH LEADERSHIP

STAFF FAITH FORMATION AND RELIGIOUS EDUCATION PROFESSIONAL DEVELOPMENT

Throughout 2025, formation and retreat options continued to strengthen theological understanding and pedagogical practice across the system. These experiences equipped leaders and staff with the theological grounding, reflective capacity and facilitation skills required to lead meaningful retreat programs for students and colleagues, demonstrating a sustained commitment to building religious literacy and faith formation capability.

TCE delivered five hours of accredited Religious Education Professional Development to school staff focusing on the theme of Hope and its connection to Catholic identity. External experts travelled across the Diocese from Palm Island to Mount Isa and Proserpine to Ingham to provide consistent formation experiences for staff.

Principals participated in the Spiritus Retreat delivered by La Salle Academy (Australian Catholic University), providing dedicated time for reflection on their evangelising role within the school. The APRE Retreat focused on contemplation, mysticism and reflective practice, culminating in shared liturgical celebration and community.

The *Deepening Our Faith* program was offered to staff, in an online mode, throughout the year and provided structured opportunities for leaders and staff to enhance their understanding of Catholic tradition and strengthen confidence in delivering the Religious Education curriculum.

System and school leaders attended the Enhancing Catholic School Identity (ECSI) Intensive program at KU Leuven, alongside leaders from other Australian dioceses. TCE continues to sponsor participation in this targeted Catholic identity formation.



LEADERSHIP FORMATION AND PRINCIPAL DEVELOPMENT

Throughout 2025, a targeted suite of initiatives strengthened leadership formation and professionalism. Central to this work was the development of the System Leadership Guidelines, launched at the Term 4 Principals' Conference. The guidelines establish clear leadership expectations through a matrix of core capabilities and now underpin principal appraisal and professional growth.

The Principal Formation Program expanded to include a refined Aspiring Leaders Program improving leadership pathways. Leadership modules and micro-courses began integration into the Learning Hub to provide accessible, on-demand development opportunities.

Support for new leaders was strengthened through the Principal Transition Practice Guide, enhancing induction and onboarding processes. The established Mentoring Program was improved with practical tools to reduce administrative load and support effective communication. Collectively, these initiatives foster confident, mission-aligned leaders equipped to meet system expectations and lead school excellence.



DIVERSITY AND WELLBEING

FIRST NATIONS EDUCATION AND EARLY YEARS INITIATIVE

In 2025, TCE strengthened its First Nations education strategies through improved analysis of attendance, achievement and resource application data.

A key development was the design of the **P-2 Solid Foundations Project**, a culturally responsive early years initiative targeting improved outcomes for First Nations students from Prep to Year 2. The project incorporates individualised case management and wraparound support for students and families and will commence as a pilot in selected schools in 2026.

In partnership with CQUniversity Australia, TCE launched the **First Nations Collaborative Learning Cohort** to support and grow First Nations School Officers into teaching pathways. This initiative provides supported university pathways through microcredentials, certificates, bridging programs and Bachelor of Education studies, strengthening both workforce capabilities and cultural representation across schools.

The introduction of the **Transition Pathways Initiative** further supported student engagement in Years 10-12, with a focus on improving Queensland Certificate of Education attainment and building an Emerging Leaders alumni community.

During 2025, schools also engaged in the **Mental Health and Wellbeing Roadshow**, which provided culturally responsive support and education for First Nations students, staff and communities. The Roadshow strengthened understanding of wellbeing through a cultural lens and reinforced the importance of connection, identity and belonging in supporting student engagement and success.

In Term 3, Year 12 First Nations students from TCE schools came together for the annual **Blak Excellence** event. The day created a supportive environment for young people balancing culture and schooling, honouring their identity, accomplishments and future aspirations. Inspiring guest speakers encouraged students to value their education, strengthen their sense of self and step forward with confidence toward their goals.



STUDENT PROTECTION AND CHILD SAFE PRACTICES

Significant progress was made in the development of a new student protection reporting system, with the build completed late in 2025. Integration of student and staff data and system testing will occur in preparation for a trial implementation in selected schools in mid-2026.

In anticipation of the Child Safe Organisations Act commencing in 2026, TCE undertook a comprehensive review of practices against each Child Safe Standard. A working group conducted a system self-assessment and aligned policies and procedures to ensure continued provision of safe environments for students.

Extensive professional learning was delivered throughout the year, including Safe Persons training focused on unconscious bias, professional boundaries training for staff and early career teachers and risk management training for staff leading camps.

STUDENT WELLBEING AND PASTORAL CARE

In 2025, significant direct support was provided to students, including over 4,000 referrals and more than 9,000 individual counselling sessions. Primary school students were most frequently referred for emotional regulation and behaviour concerns, while secondary school students most commonly presented with anxiety and family-related concerns.

Consent and Respectful Relationships Education was strengthened through a dedicated project. The Love Bites program expanded, with 36 secondary staff trained and eight secondary schools implementing the program. Teacher resources were updated to include trauma-informed materials, Catholic perspectives and alignment with the Health and Physical Education v 9.0 curriculum.

There was a focus on the rollout of the Team Teach program to teachers and School Officers across schools, building on initial training undertaken by school leaders in 2024. Team Teach is a whole-school approach to behaviour support that equips staff with practical strategies to de-escalate conflict, strengthen positive relationships, and promote the safety and wellbeing of all students and staff. The program places strong emphasis on clear communication, collaborative practice, and proactive behaviour support.

In addition, School Pastoral Support initiatives provided valuable networking opportunities for pastoral leaders to share effective practice and build capability in key areas, including youth mental health, engagement with contemporary, evidence-informed approaches to student wellbeing, and strengthening transitions from primary to secondary schooling. These opportunities also supported the development of a shared understanding of pastoral care, contributing to greater consistency in practice across schools.

CAPABILITIES AND PARTNERSHIPS

BUILDING TEACHING CAPACITY ACROSS CAREER STAGES

In 2025, a coordinated suite of initiatives strengthened teacher capability across all career stages, aligned to system priorities and the goals of the Better and Fairer Schools Agreement. These initiatives focused on supporting early career teachers, developing aspiring and experienced educators and strengthening pathways into the profession.

The Early Career Teacher Mentoring Development Program was fully embedded across the system, ensuring all teachers in their first two years and those teaching under Permission to Teach were supported by either a school-based or system mentor. Early career teachers accessed high-quality, evidence-informed professional learning and quality-assured curriculum resources aligned to contemporary Initial Teacher Education content. Mentors were supported through targeted formation and a community of practice to strengthen their coaching capability.

A bespoke professional learning program for Permission to Teach teachers was delivered asynchronously through the Learning Hub. This supported participants to balance university study with teaching responsibilities while building classroom capability.

The establishment of the HALT Hub provided structured support for teachers seeking Highly Accomplished and Lead Teacher certification. Aspirants were supported by mentors and working groups to guide them through the certification process, resulting in increased engagement and progression. This recognition highlights exemplary teaching practice, professional expertise and the significant impact of these teachers on student learning and school improvement.

The Sponsorships and Scholarships Program continued to support pre-service teachers through partnerships with tertiary providers. In 2025, 15 scholarships were offered to aspiring teachers, with ongoing efforts to encourage rural and remote placements.



ENVIRONMENTAL SUSTAINABILITY

By investing in solar panels and battery storage across the Diocesan systemic schools, we have significantly reduced our reliance on the electrical grid, enabling our sites with sustainable, self-generated energy.

Throughout the year, these systems generated over 8.4 million kilowatt hours of electricity equivalent to the annual consumption of approximately 1,254 residential homes or the carbon capture of 277,357 trees. Performance reports from our infrastructure indicate that schools are effectively optimising solar energy use, with on-site generation meeting 60-70% of their power needs.



FINANCIAL REPORT

Income Statement For The Year Ended 31 December 2025

	2025 \$	2024 \$
Operating Revenue		
Recurrent State Grant	42,477,405	40,660,392
Recurrent Commonwealth Grant	227,953,366	221,184,296
Tuition Fees and Levies	46,724,638	44,564,506
Trading activity Income	6,942,822	6,743,224
Other Income	8,677,617	6,506,135
Other Net Losses	-25,118,221	-1,752,122
Total Revenue	307,657,627	317,906,431
Operating Expenditure		
Property occupancy and utilities expenses	16,782,446	15,791,943
Employee benefits expenses	237,637,390	232,345,884
Depreciation and amortisation expenses	17,798,575	16,542,803
Teaching material expenses	14,970,060	13,932,512
Professional Standards claims expenses	13,975,294	-1,513,250
Trading activity expenses	4,877,415	5,127,317
Plant and equipment expenses	2,991,003	3,119,689
Insurance	4,817,119	3,687,062
Lease payments for short-term and low value leases	619,647	889,367
Consultants and professional fees	3,259,820	2,062,231
Boarding Expenses	2,431,012	2,167,448
Licences, levies and memberships	5,601,751	5,302,582
St Teresa's College transition expenses	6,250,000	0
Other expenses	8,007,319	7,623,473
Finance Costs	2,858,098	2,396,783
Total Expenditure	342,876,949	309,475,844
Operating Surplus/(Deficit)	-35,219,322	8,430,587
Capital grants and subsidies revenue	792,126	26,259,088
Total Surplus	-34,427,196	34,689,675



Defining Features of our Catholic Schools

Catholic schools of the future:

- Have a consistent commitment to Gospel values;
- Play an integral role in the evangelising mission of the Church;
- Model God's love for all by being a renewing community where all are valued, affirmed and empowered;
- Be staffed by qualified, competent people who give witness to Gospel values;
- Be communities of learning that provide quality, relevant, and holistic education;
- Be sacred places where the spiritual life is nurtured; and
- Be welcoming and open to all who seek a Catholic education.

2 Gardenia Avenue,
Kirwan Qld 4817

T. 4773 0900
F. 4773 0901

E. enquiries@tsv.catholic.edu.au
www.tsv.catholic.edu.au

