



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ

St. Joseph's Primary School
Charlestown



St Joseph's Primary School, CHARLESTOWN

Shelton Street, CHARLESTOWN 2290

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About the Annual School Report

St Joseph's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

2015 was a very rewarding year for St Joseph's. We continued to promote the highest teaching and learning standards with a special focus on the teaching of literacy. Funding via the SAP project enabled us to provide a Leading Teacher to drive the teaching of literacy throughout the school. We also introduced Professional Learning Teams which was in fact the formalising of the collaborative process used here by teachers for many years. Professional Development undertaken complemented this focus throughout the year.

In 2015 we maintained our twelve classes which demonstrated not only previous growth, but more importantly the confidence and support of our local community. It showed St. Joseph's is the school of choice for local families. During 2015 we hosted parent information sessions on a variety of areas. We continue to work toward offering parents opportunities to be involved within the school. Workshops on Reading and the Balanced Literacy Block were offered to parents by our Leading teacher. These will continue in 2016.

In 2015 with the support of our Parents and Friends Association we were able to purchase new furniture and resources to support more collaborative learning in the Stage 3 and Stage 2 units. We also re-carpeted our Kinder unit to ensure it is a bright and welcoming learning space.

In Term 4 we welcomed personnel from other schools and our Catholic Schools Office to experience learning at St Joseph's. Our visitors were impressed with the confidence and knowledge our children had about their learning and that they could articulate this so clearly. We always encourage prospective families to visit our school as it is unique in its design and approach to learning.

This report provides a snapshot of life at St Joseph's Charlestown.

Parent Body

Sustained success in any school is based on a collaboration of strong executive leadership, creative and professional teachers and support staff, and a proactive and constructive parent body, who all have the well-being and success of students at the forefront of their actions. At St Joseph's Charlestown, the Parents and Friends association is dedicated to adding value to the school and supporting our students through the allocation of raised funds towards resources and assets that improve educational outcomes, enhance the student experience and ensure the school's reputation is upheld, both now and into the future. In 2015 the P. and F. allocated \$31,122 towards entry fees to Tournament of the Minds, student Leadership conference attendance, Interrelate evening for families, Stage 1 and 2 laptops, Stage 3 furniture to promote new age learning, additional laptops for the library, book vouchers as well as some level of financial support for families whose children are representing our school and community. The majority of these funds are raised from our school canteen, clothing pool and fund raising activities throughout the year.

Student Body

The School Councillors have worked cooperatively with the Principal, staff, students and parents to assist with the organisation of many assemblies, liturgies, tabloid sports days, represented the school at the Catholic School's Week Mass and at two ANZAC services. These were held at Charlestown Rotary Park and Adamstown R.S.L. We have also helped with the Mother's Day Concert, Father's Day breakfast and various fundraisers throughout the school community.

At the beginning of the year we enjoyed taking on the role of buddies to the new kindergarten children. As the year progressed we encouraged them to form relationships with students from their own class and assist the buddies if they needed help. Our school camp was held at Bathurst last year and we tried out gold panning, toasted marshmallows by the fire, visited the Bathurst Sheep and Cattle Drome, where we fed some sheep and goats and came back via the Blue Mountains. The scenery was amazing.

We have been very busy and have enjoyed working with the school community. As we move on to High School we take with us, fond memories of St. Joseph's.

SCHOOL FEATURES

History of the school

St Joseph's Primary school was founded by the Sisters of St Joseph in 1927. The school was initially located in Milson St. Charlestown, adjacent to the parish church and the Josephite convent however, as the Charlestown area grew and developed it was necessary to relocate to accommodate growing enrolments. In 1975 the new school, situated in a natural bushland setting was officially opened. St Joseph's is proud of its Josephite heritage and continues to espouse the charism of the Josephite order.

Location/Drawing Area

St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the LAKES Region of catholic schools. We are a feeder school for St Mary's High School, Gateshead. During 2015 it was announced that our local high school St Mary's Gateshead, would be extending to become a Year 7 to 12 school. This was an exciting announcement for children enrolled at St Joseph's as they can now complete their high school education in the one location.

Catholic Identity and Mission

Catholic Imagination and Spirituality

At St. Joseph's we take pride in promoting and celebrating our Catholic identity. Our school Mission Statement is: "We celebrate, we hope, we pray in a nurturing environment of love, learning and service". We model the evangelising mission of the Church by welcoming all and living the Gospel values. These values are reflected in our school policies and practices and in our relationships with each other and our community. Our newly invigorated school values SJC-Striving high, Living like Jesus and Caring for the environment help us to identify and practise respect for each other and our environment while connecting all we do to the story of Jesus Christ.

The charism of our founders, the Sisters of St. Joseph and their history with the school since 1927 is reflected in our school crest and our welcome mural at the school's entrance. The school's office foyer, the staffroom and classrooms have dedicated prayer spaces highlighting events in the liturgical calendar. We regularly celebrate together through prayer, liturgy and assemblies demonstrating our deep commitment to our Catholic faith and its traditions.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's Catholic Primary School, as part of MacKillop Parish collaborates with the Parish Priest a regular visitor to our school, and the various Parish groups such as the Parish Pastoral Council, St. Vincent de Paul Conference and Sacramental Team through attendance at meetings, school liturgies and parish masses. Representatives from the SVDP team regularly visit the school to encourage our involvement in outreach through our Mini Vinnies group. The REC is part of the Sacramental Team and this year 3 other staff members joined the team to assist with faith formation and preparation classes for the sacraments.

Throughout 2015 we celebrated as a parish community with the Opening of the School Year Mass / St. Joseph's Feast Day/ Catholic Schools Week / Confirmation and First Eucharist and the End of Year Liturgy acknowledging our Year Six graduates. Parents are always welcome and encouraged to attend parish celebrations and these are promoted in our school newsletter.

Our Staff and school representatives attended a range of Diocesan celebrations such as the Called to Serve Mass, Catholic Schools Week Mass, Special Needs Mass and Way of The Cross.

Christian Discipleship

Formal and informal practices form part of the faith dimension of our school. Regular prayer is an important facet of our school life, in the classroom, at assembly and in the staffroom. Every Monday morning our staff gathers to pray as we begin the school week. The daily prayer of the Church, the Liturgy of the Hours, are used as well as staff and whole school liturgies prepared by the REC to reflect the liturgical calendar of the church and secular celebrations such as Mother's Day, Father's Day and ANZAC Day.

The Staff are offered various professional development opportunities through the Maitland-Newcastle Diocese with staff faith formation being a focus this year. We attended two faith formation days in 2015, one with Fr. Richard Leonard and the other combined with Staff from St. Patrick's Swansea with Jim Quillinan. Further study is promoted in the area of Religious Education and Theology as part of Faith formation and accreditation policies, with 3 staff embarking on further study this year. The Principal, AP, REC and PC each attended their respective Diocesan retreats throughout the year.

Religious Education and Curriculum

St. Joseph's implements the Diocesan K-12 Religion syllabus for the teaching of Religion. Each class has a structured 30 minute lesson each day, which develops knowledge and understanding of the traditions of the Catholic community: its story, its experiences and its teachings. The school is very supportive of the Parish-based Sacramental Program and its implementation, ensuring that our RE scope and sequence is in line with the order of sacraments received in our parish.

In 2015, Kindergarten Teachers attended training in the new Kinder units of work and trialled the Advent and Christmas Unit. These provided a variety of valuable learning experiences with the teachers reporting

positively on these and the supporting resources.

Religious literacy is a whole school focus with the REC purchasing new resources, disseminating relevant information at staff meetings and assisting teachers to develop meaningful lessons, units of work and celebrations.

This year saw significant improvement in the results of our 41 Year 6 students who participated in the Diocesan Religious Education Test with 1 High Distinction, 17 Distinctions, 14 Credits and 9 Participation Certificates being awarded.

Initiatives Promoting Respect and Responsibility

Respect and responsibility underpin all policies at St. Joseph's. The school's KidsMatter framework and the Bounce Back resilience and wellbeing program enhances and supports the teaching of Core Values. During the year our school rewrote our school value statement using the acronym SJC –promoting students to Strive high, Live like Jesus and Care for the environment. Signage around the school is supportive of these values and programs and so too is the explicit teaching of these in classrooms on a daily basis.

In 2015 the Mini Vinnies group continued to operate with 48 students from Year 5 and 6 being commissioned at the St. Joseph's Day Liturgy. Youth Coordinator Michelle Kott presented the students with their badge and pledges. This group met on a regular basis to pray for the needs of others and to focus on social justice issues. A variety of fundraisers with contributions made to Caritas' Project Compassion, Catholic Mission, St. Vincent de Paul Society, Harry's House, and Charlie's Run-Cure for Cancer. The school community is extremely supportive of all events and continues to show a true spirit of generosity and concern for others.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
13	20	8

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Joseph's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	49
Year 1	36
Year 2	30
Year 3	40
Year 4	43
Year 5	35
Year 6	43
Total	276

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95	95	95	94	97	92	97.5	95.07

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

St. Joseph's prioritises the well-being of the students within its care. We are a KidsMatter school embracing the BounceBack program. Each week in our Newsletter, we present helpful information to families from the KidsMatter website addressing a variety of topics such as mental health basics, suggestions on mindfulness for children and names of services and supports etc. BounceBack is a preventative whole-school social and emotional program. It assists schools and teachers in their efforts to promote positive mental health and well being in their students and, in particular, to enable them to act resiliently when faced with changes and adversity.

The school also offers Seasons for Growth annually, an 8 week program to assist students with coping strategies when dealing with grief and loss experienced through death of a loved one or divorce or separation. This year 2 groups were facilitated by trained teachers and In 2015 the Learning Assistance Program (LAP) was introduced, a 1:1 mentoring program, with 9 students being matched with volunteers from our parent and staff family community.

Discipline Policy

Discipline procedures and processes are set out in the Pastoral Care Policy. A consistent approach to discipline is essential in providing a caring and productive learning environment. We believe that making mistakes and wrong choices are all part of a child's development. It is important that when such mistakes are made children receive the opportunity to learn from their mistakes in a positive way. We reinforce the major principles of our Pastoral Care policy that identify the promotion of courtesy, safety, kindness honesty, consideration and responsibility. When children fail to own and address unacceptable behaviour, parents are formally notified. As we encourage children to understand the range of consequences that certain actions create, those children whose behaviour may need modifying are required to consider how they can make things right and learn from the situation. Parents are able to access the policy via our intranet or asking for a copy at the school office.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

To monitor any incidences of bullying all children are surveyed anonymously each term in week 6 via a survey about bullying. This provides us with valuable data upon which to act. Our Anti Bullying policy is actively implemented by all staff.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

The State Action Plan (SAP) continued in 2015 at St Joseph's. Our leading teacher implemented MiniLit, the implementation of early intervention in literacy K-2, and extra training was given to our LSA to reach more children in this area. Teachers are using the ELK2 site and are utilising the literacy and numeracy continuum to recognise children's individual learning needs and catering for individual differences.

We developed Professional Learning Communities (PLCs) within stages. The PLCs focus was on collaboration, student learning and increasing student outcomes.

We encourage all children to continue with their home learning including reading and utilising online learning tools available to them e.g. Mathletics, Studyladder, Reading Eggs and Lexia.

The focus on student achievements and growth in maths was also a focus. Inquisitive Minds was booked for years 3-6. This incursion was able to teach the children mathematical strategies and also provide onsite professional development for teachers to follow up in their classrooms. Our teachers attended further mathematics professional development facilitated by Mr Brian Tickle focusing on mental computation.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
One of our NAPLAN targets was to have more than 55% of students in top bands in Year 3 and Year 5 for both literacy and numeracy. This target was met in Year 3 at 58%. 100% of MiniLit children showed growth in their pre and post assessment tasks including benchmarking, SPAT, BURT and fluency. The training of an extra person, our Learning Support Aide, allowed for more children to be involved in early intervention.	Our major priority key improvement for 2016 will be focusing on writing K-6. Our leading teacher will facilitate the writing focus, be involved in professional development on the Seven Steps to Writing Success program and will implement whole school program K-6. Whole staff will participate in writing professional development lead by Dr A. Robinson. Two day MiniLit training will be offered to our LSA for the continuation of our MiniLit program after our Leading teacher resource
Our staff embraced their Professional Learning Teams and developed collaborative learning opportunities to focus on their SMART goals. All teachers demonstrated their commitment to improved school performance. Infant teachers continued to develop their use of the ELK2 tool as an extra tool to identify the needs of individual children and their learning needs. Best Start data was also utilised to assess our Kindergarten children and their individual needs in literacy and numeracy leading to the ongoing monitoring on ELK2. Teachers are able to tier children for intervention and record these results on our data wall creating conversations during professional learning teams.	Staff will be involved in Professional Practice and Development (PP&D) identifying a school goal, a team goal and individual goals to increase the growth of the students and the staff. The goals will be linked to the Australian Professional Standards for Teachers enhancing a continuous cycle of improvement K-6.
Identifying children in numeracy has been a goal of St Joseph's. Children and staff have been involved in numeracy intervention. Our Maths Champion on staff provided professional development to upskill staff on many practical aspects of mathematics	Whole staff focus on the implementation of the new History and Geography syllabi in 2016. Classroom teacher and Assistant Principal will attend Implementing History and Geography Skills and Concept professional development offered by Catholic Schools Office in Term 1 next year.

Academic Achievements

The State Action Plan continued in 2015 contributing resources to our school to enhance student outcomes and teacher's professional development. We have continued to employ a leading teacher to facilitate small group learning in literacy and numeracy throughout the grades. Teachers have become more familiar with identifying their students on the literacy and numeracy continuum and utilising the ELK2 site allowing them to recognise individual needs of each student's learning. The MiniLit program, targeting young readers who require extra assistance, also continued and the progress of all students have been very successful. A LSA has now been trained to implement MiniLit.

Our debating team comprising of our senior students, participated in the Regional Debating competition, our team successfully made it to the Diocesan Finals.

Staff attended the Brian Tickle professional development focusing on mathematics.

The Hunter Life Education van visited our school for an incursion in Term 1. Whole class visits across the school took place focusing on the Personal Development and Health strand of our PDHPE Key Learning Area.

Selected Stage 2 and year 5 students participated in the Regional public speaking competition. This was a very rewarding and successful exercise for all involved. A wonderful display of talent, confidence and composure was seen by all.

Children from years 2-6 participated in the University of NSW International Competitions and Assessments for Schools (ICAS) Australia. Children had the opportunity to sit assessments in digital technologies, science, writing, spelling, english and mathematics. Many children have been awarded High Distinctions, Distinctions and Credits and are acknowledged for their achievements at whole school assemblies and in our weekly newsletter.

This year we entered the Tournament of Minds competition in the Hunter region. The team of seven children from years 3 to 6 developed many problem solving skills, team work strategies and time management. Working as a team, the children decided they would enter the Social Sciences challenge. The team incorporated many imaginative ideas and presented in front of the judges displaying creativity, maturity and imagination.

Cultural achievements

A number of students from St Joseph's successfully auditioned for ASPIRE and was part of the entourage for 2015. It was also wonderful to see many former students following their passion well into high school.

We have a very strong band here at St Joseph's taught by staff of Allan Ward Productions, every year the band grows in numbers and their talents are shared throughout the year during band concerts inviting parents and students to become their audience.

We invite parents and friends to come and be involved in St Joseph's interest groups every Friday afternoon in Terms 2 and 3. These groups have a sense of community and includes volunteers from outside agencies also. Some interest groups we have had include simple cooking, AFL, craft, drawing, Ipad, pottery and clay, knitting, juggling and whole array of other activities. The children select what their interest group will be each term giving them a sense of ownership for the learning.

Pie Productions visited our school and performed "Let's Bridge the Gap" focusing on our strong links with indigenous culture.

Our Year 6 children attended a Science and Engineering Day providing them with rich learning activities.

Sporting achievements

The children here at St Joseph's are blessed with wide open play spaces to interact with their peers whilst playing a variety of sport onsite including soccer, basketball, netball, cricket and touch football. The children have many opportunities to represent their school at a Diocesan level and be selected for Polding teams also.

Children have the opportunity to participate in many carnivals including school cross country, swimming carnival and athletics carnival annually. These carnivals bring a sense of achievement and participation involving many parents and friends as volunteers.

A number of children have been awarded recognition from the Academy of Sport for their selections in

representative sport over one year in a number of disciplines.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	86.49%	71.10%	5.41%	12.90%
	Writing	91.89%	75.80%	0.00%	9.30%
	Spelling	75.68%	65.20%	2.70%	16.70%
	Grammar	91.89%	73.20%	0.00%	12.60%
	Numeracy	81.08%	60.80%	2.70%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41.18%	57.90%	23.53%	20.00%
	Writing	29.41%	52.40%	20.59%	19.50%
	Spelling	50.00%	60.80%	26.47%	14.60%
	Grammar	47.06%	60.90%	23.53%	18.60%
	Numeracy	41.18%	55.80%	32.35%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	20
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	20

Workforce Composition

Number of Staff	
Total teaching staff	20
Total non-teaching staff	7
Grand total	27
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

94%

Professional Learning Undertaken

The staff at St Joseph's are always open to new learning. In 2015 Professional Development undertaken by all staff included: Religious Education inservice with Fr Richard Leonard, Staff Spirituality day with Jim Quillinan, NAPLAN Data Analysis, Australian Professional Standards for Teachers inservice, Diocesan Visio Statement workshop, Developing Professional Learning Communities workshop and Maths Syllabus Changes session. Individual teachers also attended specific inservices that answered their own professional learning goals. Two members of staff attained their Proficiency Status with BOSTES in 2015.

Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

Indications from both formal and informal data collected show that parents and carers are generally very satisfied with the way things are done at St Joseph's. We regularly ask questions of parents regarding their understanding and acceptance of various policies and procedures. Via our Parents and Friends Association we also gather feedback regarding issues within the school. We take parent feedback very seriously and ensure we follow up on concerns raised through the appropriate channels. At times parents may have concerns about a specific issue however the culture of the school is open and honest communication and this enables these issues to be discussed and resolved.

Teachers at St Joseph's are very approachable and generous with their time ensuring they are available to meet with parents to discuss any concerns regarding their child's school experience. We believe in open and frank communication between home and school.

Involvement from our parent community is outstanding. The attendance at events is impressive. From this we gauge the community are more than satisfied with our efforts to educate their children.

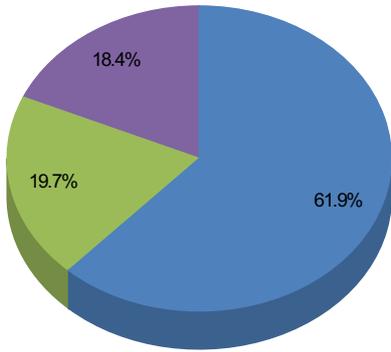
Student Satisfaction

Our students are happy, secure and content at school. The children know the staff are here to help them on their learning journey. Visits from past students indicate the children are happy to return after they have left Year 6 and catch up with present students and staff. It is a welcoming environment and visitors always comment on how welcome they were made to feel by children and staff alike.

Staff Satisfaction

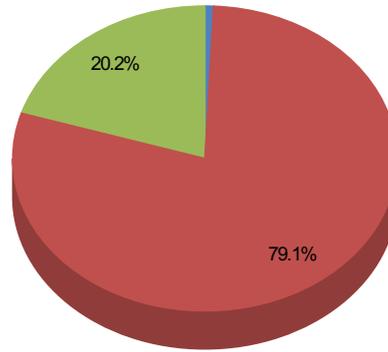
During 2015 staff were given opportunity to comment on their work environment. All staff responses were positive and key phrases used included: "I feel part of something special at St Joseph's, it is a pleasure coming to work, there is a real team dynamic, the children are beautiful and make me enjoy teaching".

Income



- Commonwealth Recurrent Grants (61.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.7%)
- Fees and Private Income (18.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (79.1%)
- Non-Salary Expenses (20.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,823,674
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$580,403
Fees and Private Income ⁴	\$542,717
Other Capital Income ⁵	\$0
Total Income	\$2,946,794

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$20,891
Salaries and Related Expenses ⁷	\$2,252,750
Non-Salary Expenses ⁸	\$575,633
Total Expenditure	\$2,849,274

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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St Joseph's Primary School

CHARLESTOWN

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For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>