



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Joseph's Primary School, DENMAN

80 Palace Street, DENMAN 2328

Principal: Mr Aaron Moon

Phone: 6547 2496 Fax: 6547 1078

Email: admin@denman.catholic.edu.au

www.denman.catholic.edu.au

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

Our vision for St Joseph's Primary School is to develop each child to their full potential in a Catholic environment that encourages parents as partners and nurtures honesty, acceptance, equality and community participation through school, parish and family life.

To achieve this vision, we are committed to the following goals:

- Provide experiences whereby children can participate in prayer, liturgy and worship in the spirit of a shared Catholic faith.
- Share the experience of education as a partnership between school, parents, parish and local community, in a spirit of collaboration.
- Provide a loving and secure environment which values each child's individuality and caters for a range of needs.
- Utilise appropriate teaching and learning opportunities to develop skills for life-long learning.
- Encourage students to pursue excellence in all fields of school education.

I am pleased to present Saint Joseph's Primary School, Denman Annual School Report for 2015. This report provides parents and members of the wider community with information about St Joseph's activities and performance throughout 2015.

The staff at Saint Joseph's is committed to ensuring your child has the best start to their education. We offer quality education in a Catholic setting. We are innovative in our approach to teaching and learning and value each child within our school. This year we have implemented Professional Learning Communities (PLC's) and the Responding to Intervention (RTI) framework.

We value our community and encourage all of our parents to become active members of Saint Joseph's Denman. We continue to foster links with our local community. We have strong links with the Denman Children's Centre, as well as local businesses and companies.

As a community we strive for academic excellence. We do this by up skilling our staff through targeted professional development, offering many and varied opportunities for our students and by making learning enjoyable. Students enjoy coming to school and enjoy the learning experiences offered to them by the caring staff we have at SJD.

Parent Body

2015 was a busy year for St Joseph's Denman P and F.

Community support continued for Meals on Wheels and Parish Church cleaning. Catering for parish and other wakes was well supported by St Joseph's parents throughout the year.

The tradition of providing a cost only stall for the children to buy Mother's and Father's Day gifts was continued, and working bees for both maintenance and building were well supported by families.

Fundraising events held during the year included; Clearing sale catering events (for Edward Higgins Parkinson), Wine and Food affair food stall with St Joseph's Aberdeen and combined catering for the local monthly cattle sales.

The P and F school uniform cupboard is fully stocked and uniforms are available for purchase providing consistency in quality of the school uniform. Our canteen continues to provide a cost effective and an increasingly healthy range on Mondays, with the valuable support of parents' time and other food donations.

Items purchased for the school and students with P and F contributions/part payment include information technology equipment, carpet, African drums, drumming lessons and assistance in the painting of the classrooms.

St Joseph's Denman is a vibrant and progressive school with a fantastic teaching staff and a supportive parent body ensuring the best education for our children.

Student Body

Our School continues to have a shared model of leadership for our school leaders, with all students in Stage 3 having opportunities to lead school functions and represent our school at activities held in the wider community. We, here at SJD, strongly believe that all students deserve the opportunity to lead and all students find this a positive experience.

Our Year 6 students attended an Upper Hunter Leadership Day where the students learnt about the importance of good leadership and how to conduct themselves as leaders. We also had our own school based leadership reflection at the beginning and end of the school year.

SCHOOL FEATURES

History of the school

Saint Joseph's Primary School Denman is built on land traditionally owned by the Wanaruah people. The school is also linked to the traditions of the Sisters of St Joseph who began education in the Denman area in the small town of Wybong in the early 1900's.

This year we celebrated 100 years of Catholic Education in Denman. The first school was located inside Denman's second Catholic Church on our current site. The opening of this Church-School was 13th November 1915.

Did you know that St Joseph's School was originally known as St Bernard's?

Today we have a modern, architecturally designed school built to meet the students' learning needs.

We are very proud of our past, our present and we look forward to a great future.

Location/Drawing Area

St Joseph's Primary School is located on the Golden Highway in Denman. Our students come from the Denman, Martindale, Sandy Hollow, Bureen and Jerrys Plains regions. St Joseph's is one of 45 Catholic primary schools under the management of the Catholic Schools Office.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's Primary School, Denman is a Parish School that plays an important role in the mission of the Church. As such we have links with our local Parish, St Bernard's of Clairvaux, where we come together to celebrate important feasts and also the Sacraments.

Throughout 2015 our school has celebrated as a worshipping community with liturgies, Masses and specific liturgical celebrations.

We are proud of our Catholic identity and this is clearly visible in our school, from the office and in the classrooms. The close proximity of the school and the church helps in visually reinforcing the school's Catholic identity. Religious symbols, both traditional and contemporary can be found throughout the school grounds and the classrooms.

This year the School celebrated its centenary - 100 years of Catholic Education in Denman. This was a wonderful event, with many former students and staff attending a variety of events.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's Denman participates in the life of our Parish through celebrating Masses and liturgies with our parishioners. We also have close links with the Parish Sacramental team.

The Sacramental program is parish based and includes the School Principal (who is a member of the Parish Pastoral Council & Parish Finance Committee), the Priest and another member of the Parish Pastoral Council. The Sacramental program is supported by the school curriculum and the parish team is in close communication with the class teachers of the students involved.

Our School is proud to be part of a wider Diocesan community. As such we attend important Diocesan events. We also support Regional initiatives. Last year Denman played host to the Upper Hunter Regional Teacher's Mass. At this Mass we were joined by Denman parishioners to celebrate Catholic Education in the Upper Hunter. All staff and Priest shared a meal at a local restaurant after this Mass. This Mass was re-established in 2013 after a number of years in hiatus.

Christian Discipleship

Saint Joseph's Denman provides opportunities for the students and staff in spiritual formation.

This includes:

- Stage Three Leadership Program
- Prayers, Liturgies, Masses and opportunities for meditation
- Religious Education Co-ordinator Assembly Days
- Catholic Schools Week celebrations

Religious Education and Curriculum

St Joseph's Denman actively implements the mandatory Diocesan K-12 Religion Syllabus in all classes throughout the school, with outcomes in the areas of:

History and Belief

Jesus and Scripture

Celebration and Prayer

Justice and Morality

To assist teachers in the quality teaching of Religion each class teacher has access to the Diocesan K-12

Religion Resource Units and a comprehensive range of teaching resources for Religion. Because we teach across stages, a school scope and sequence is followed allowing for structured lessons that develop the knowledge and understanding of our Catholic faith. This year a new curriculum was introduced to Stage Three. These new units were more detailed in nature. Additional support, including the purchases of additional resources were provided by the Catholic Schools Office.

This year saw the development of a new Diocesan K - 12 Religion Syllabus. In 2015 Stage 3 units were implemented into Saint Joseph's Denman. Appropriate Professional Development was provided by the Catholic Schools Office.

The Catholic perspective is also demonstrated in all Key Learning Areas.

Initiatives Promoting Respect and Responsibility

Values are an important part of living justly and as such, St Joseph's Denman reinforces positive values such as respect and responsibility.

Our students are aware of the importance of justice, a fair go for all and are keen to support social justice initiatives.

We take pride in developing values within our students: to be honest, fair and just. As a part of this we believe students learn these values by participating in important events. These include: ANZAC Day ceremonies, Remembrance Day, Senior Citizen events, Mission Australia visits, Clean up Australia Day and National Tree Day.

St Joseph's also implements the BounceBack Program. This Resilience Program addresses the environmental building blocks and the personal skills for fostering resilience in children and young people. The program focuses mainly on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. In other words, children are taught how to 'bounce back' after experiencing sadness, difficulties, frustrations and hard times.

Student Profile

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

LBOTE*	SWD*	Indigenous
3	3	1

*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	12
Year 1	12
Year 2	5
Year 3	15
Year 4	12
Year 5	9
Year 6	13
Total	78

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
94	94	94	92	95	93	91	93

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

Student welfare is catered for under a number of policies, the main one being the Pastoral Care Policy. An underlying belief is that everyone at St Joseph's has the right to feel safe. A strong emphasis is placed on making choices and accepting consequences. Programs dealing with bullying, self-esteem and mentoring assist all members in developing their full potential.

St Joseph's continues to have a buddy program (peer support) to help new students, especially Kindergarten students, make a smooth transition and develop positive relationships.

St Joseph's promotes safety, valuing individuals and recognising pupil effort and achievement by:

- Weekly merit certificates & Principal Awards
- Regular focus on safety and concern for others
- An inclusive approach to games
- School Leaders organising assemblies

The full text of the Pastoral Care policy and other related policies are available from the Principal.

Discipline Policy

The Catholic Schools Office Student Welfare Policy forms the basis of St Joseph's discipline approach. Our Pastoral Care Policy guides our actions.

Families are contacted over discipline concerns and in all matters both child and family are treated with procedural fairness.

At St Joseph's Primary School we do not have rules; we have baseline behaviours. These baseline behaviours are the minimum expectation we have of our students.

The 4 baseline behaviours are:

- Respect Ourselves, Others & the Environment.
- Friendly Words, Friendly Actions.
- Right Time, Right Place, Right Task
- Stop, Look, Listen, Think.

Our Positive Behaviour (Token) System continues to recognise students, via public recognition, certificates and reward activities.

Positive behaviour within the school continues.

The full text of the Behaviour Management policy and other related policies is available from the Principal.

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.

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

Here at Saint Joseph's we are acutely aware of the need for School Improvement Plans. These plans along with our school and system strategic plans guide the school towards a focus of effective improvement.

Our main areas of our School Improvement Plan in 2015 included:

- Implement the 'Professional Learning Communities' model @ SJD.
- Introduce minimum standards in Numeracy. This can assist teachers and students to develop class and individual learning goals.
- Expand and enhance the focus on differentiated learning and tiered interventions in Years K-2.
- Expand and enhance the focus on instructional leadership in Years K-2.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The Professional Learning Communities (PLCs) Model has been effectively implemented at SJD this year.</p> <p>PLC's are an ongoing process in which educators work collaboratively to achieve better results for the students they serve. PLC's operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. There are three big ideas in PLCs. They are:</p> <p>Big Idea # 1 – Focus on learning</p> <p>Big Idea #2 – Teachers work in collaboration</p> <p>Big Idea #3 – Evidence drives continuous improvement</p> <p>PLC's are an ongoing process in which educators work collaboratively to achieve better results for the students they serve.</p> <p>Two Professional Learning Teams (PLTs) meet each fortnight to focus and enhance the needs of their classrooms.</p>	<p>Identify and implement successful strategies for targeted students, especially in the area of Gifted & Talented.</p>

<p>In Numeracy @ SJD we have established minimum standards. This means that we have clear expectations about what each grade should know by the end of the school year. To continue to provide support for students at, above and below grade requirements we have implemented No New Teacher Time across the school. This allows students the opportunity and support to reach the expected minimum standard. Teacher support is provided directly to the students to raise their standard. Conversely, if the students are at standard they are provided with real life problems that they are challenged to complete. This reinforces the skills within these capable students.</p>	<p>Specifically target the teaching of K-7 mathematics to improve student outcomes.</p>
<p>This year we expanded and enhanced the focus on differentiated learning and tiered interventions and also the focus on instructional leadership in Years K-2.</p> <p>We employed a Leading Teacher at SJD 0.4 (Two days per week). In her role the Leading Teacher worked with K - 2 teachers to achieve the goals stated above. This was a massive success.</p>	<p>Promote contemporary, pedagogical and ICT approaches to support excellence in learning and teaching.</p>

Academic Achievements

Academic excellence is valued at St Joseph's Denman.

During 2015 teachers at St. Joseph's used various techniques for differentiating the curriculum which gave the students every chance to succeed academically. Implementing Professional Learning Communities and engaging the services of a Leading Teacher again in 2015 have assisted staff greatly.

Our students are invited to take part in ICAS assessments. These assessments are in Maths, Science, English Spelling, Writing and Digital Skills. Many of our children often achieved distinctions and credits in one or more of these tests. Several students received High Distinctions across all assessments.

St. Joseph's had its own Public Speaking competition, which was held in Term 3. All students from Early Stage 1 to Stage 3 competed in this event. This competition was extremely beneficial in developing and enhancing the oral speaking skills of the students. Successful students then went on to participate in the Regional Public Speaking Finals. Two of our students, Lily Stevens and David Caruana, came first in the Regional Final and therefore progressed through to the Diocesan Public Speaking Final. A great effort!

These skills provided a good base for improving debating skills. Our school debating team competed in the Regional Cluster Debating Competition. This provided wonderful experience for the Stage 3 children in the area of public speaking.

To further encourage public speaking skills the St Joseph's Stage 3 leaders ran weekly school assemblies.

Students across all grades participated in our School Spelling Bee. The winners of our School Spelling Bee represented our school at the Regional Spelling Bee which was held here @ SJD.

In that Spelling Bee students of St Joseph's Denman were awarded:

- ☑ 1st Prize in Stage Two
- ☑ 2nd Prize in Stage One
- ☑ 3rd Prize in Stage Three.

Our Stage Three students attend the Upper Hunter Engineering Challenge in Muswellbrook in Term 3. There were a number of activities to complete including bridge building.

Cultural achievements

We are proud to offer a wide variety of cultural opportunities for our students here at St Joseph's Primary School, Denman.

The Upper Hunter Conservatorium run private violin, piano, drums, vocal and guitar instruction within school hours of operation in our hall. All are supported heavily by families. In fact over 25% of the students at school received tuition from the Con. In 2015 our P & F purchased African Djembes (drums) with our primary students receiving tuition in drumming.

Catholic Mission Australia visited us this year to make us aware of the plight of other children around the world.

We also had several visiting musical groups perform at our school this year, including an indigenous artist.

We support and take part in ANZAC Day activities and march as part of the Denman ANZAC Day Parade. Also, St Joseph's prepared and ran the Denman Remembrance Day Ceremony in the Memorial Park. Our Principal, Mr Aaron Moon, is the emcee of both events.

Sporting achievements

In 2015 we had a number of students represent our school at the Diocesan Athletics. We have also had a number of students represent our school with success at local Horse Sports Days. This year SJD ran its own Horse Sports Day, with the help of Mrs Denise Fernandes, a parent of SJD. Our School team won the Schoc Points Score Event on this day.

Our school has also participated in netball, soccer and cricket gala days. This year two students, Benjamin & Ayla Barby qualified for Polding Cross Country which was held at Eastern Creek. This was a tremendous effort.

This year was the first year we had enough numbers to compete in a football gala day. Our students competed in the Steve Simpson Shield in Singleton. In our first outing we won the day. The students then progressed to the Legends Day which was held in Sydney in August.

In 2015 we added an agricultural twist to SJD. This year we competed in the Upper Hunter Beef Bonanza. A steer was cared for and raised by students, staff and parents on site. Students were taught animal husbandry skills whilst caring for 'Black Boris'. SJD won Best Presented Steer and the School Herdsman awards.

At SJD, we encourage all students to do their best.

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	68.75%	71.10%	6.25%	12.90%
	Writing	56.25%	75.80%	12.50%	9.30%
	Spelling	56.25%	65.20%	12.50%	16.70%
	Grammar	68.75%	73.20%	6.25%	12.60%
	Numeracy	68.75%	60.80%	12.50%	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	66.67%	57.90%	22.22%	20.00%
	Writing	33.33%	52.40%	33.33%	19.50%
	Spelling	55.56%	60.80%	11.11%	14.60%
	Grammar	66.67%	60.90%	11.11%	18.60%
	Numeracy	44.44%	55.80%	22.22%	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).	5
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	1

Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	3
Grand total	11
Percentage of teachers who are indigenous	0

Teacher Attendance

The average teacher attendance rate for this school is 95%.

Teacher Retention

The teacher retention rate from 2014 to 2015 was 75%.

Professional Learning Undertaken

Throughout 2015 the staff at Saint Joseph's undertook a variety of Professional Development. This development was in the form of whole day in-services and afternoon in-servicing. Staff had the opportunity to also attend professional development to suit the needs of their class.

Staff attended Professional Development whole day courses in:

- Mini Lit & Multi Lit
- Professional Learning Community - Coaching
- Numeracy Continuum
- Australian Curriculum – Science
- Focus on Reading
- NAPLAN Analysis
- Religion / Spirituality
- New Curriculum Implementation – Implications for planning, programming and assessing

requirements

- Online Skill Builders
- Online Course - Anita Chinn - Differentiation in Numeracy
- Working Memory
- Child Protection
- Learning Support
- Information Communication Technology

Numerous afternoons during the year were also dedicated to professional development for the staff. Some of the topics were WHS matters, child protection, guided reading and behaviour management . All of these afternoons include a trained facilitator to run the meetings. All of these afternoons proved beneficial to the staff in a professional capacity. The Principal is very supportive of any extra Professional Development and encourages staff to seek further Professional in-servicing.

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

We provide many and varied opportunities for our parents to provide feedback about SJD. This includes several surveys that were sent out in 2015. On average we receive approximately 55% return rate of our surveys.

Feedback includes:

- The school is welcoming.
- My child is happy to go to school.
- The school encourages and recognises student achievement.
- The school has excellent communication processes.
- The school encourages and values parental involvement in the life of the school.
- The quality of teaching and learning at the school is characterised by high expectations.

Student Satisfaction

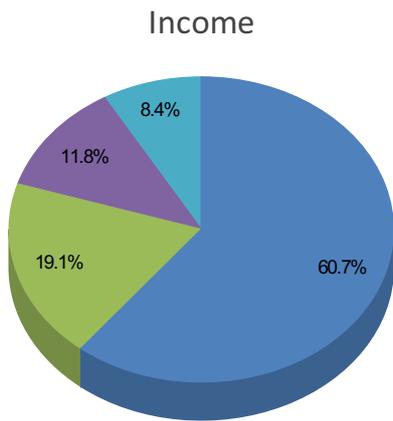
Students enjoy learning at SJD. They are aware that SJD encompasses the whole child. That is, they learn develop and grow academically, spiritually, emotionally, socially and physically.

The students know that the staff place a high value on learning in a fun and supportive environment. As a result of this environment students feel supported to shine, to do the best they possibly can and to extend themselves without the fear of failure. This is an important aspect to why students are satisfied attending SJD.

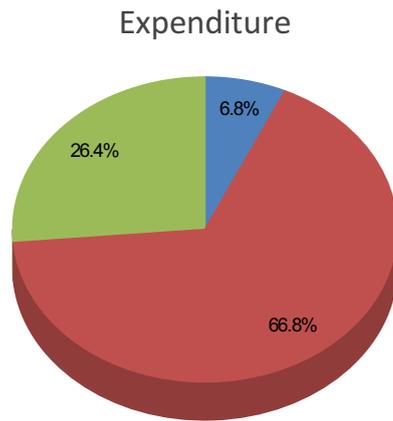
Staff Satisfaction

Staff enjoy working together at SJD. Although we are a small staff we are quite collegial, both professionally and socially. We work together to meet the needs of our students. As part of PLTs staff work alongside each other to share and gain knowledge from each other.

The staff here at SJD are known across the Upper Hunter for their commitment to education and for the great achievements the students and school are making. This is a credit to the staff.



- Commonwealth Recurrent Grants (60.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.1%)
- Fees and Private Income (11.8%)
- Other Capital Income (8.4%)



- Capital Expenditure (6.8%)
- Salaries and Related Expenses (66.8%)
- Non-Salary Expenses (26.4%)

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	\$862,864
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$270,917
Fees and Private Income ⁴	\$167,273
Other Capital Income ⁵	\$119,421
Total Income	\$1,420,475

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$91,586
Salaries and Related Expenses ⁷	\$892,848
Non-Salary Expenses ⁸	\$352,766
Total Expenditure	\$1,337,200

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:

Mr Aaron Moon

St Joseph's Primary School

DENMAN

Phone: 6547 2496

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