



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Paul's Primary School, RUTHERFORD

90A Gillies Street, RUTHERFORD 2320

Principal: Mr Douglas Garnett

Phone: 4932 8605 Fax: 4932 5105

Email: admin@rutherford.catholic.edu.au

www.rutherford.catholic.edu.au

About the Annual School Report

St Paul'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

It is with pleasure that I present my first St Paul's Annual School Report. St Paul's Primary School is an inclusive environment where all teachers and staff are treated with respect. This is supported by the Positive Behaviour for Learning (PBL) program that operates in the school. The school motto, 'Stand Firm in Faith' is a daily reminder that we are a community of faith which is at the core of all we do and influences the way we treat each other.

Pastoral Care is prominent, from the staff in the school office to the executive team, dedicated teachers and assistants and others who serve our school to bring about an authentic faith culture within a 21st century learning environment. During 2015 the school sought to build upon technology tools available to the students which enhance the contemporary learning environment.

The staff began the journey of a Professional Learning Community (PLC) and has enjoyed the opportunities that it brings to collaborate with each other for the benefit of student learning.

St Paul's School continues to be a community that celebrates together!

Parent Body

2015 was a big year again for the P & F Committee. .

The P & F continued to work for the benefit of the whole school community. The fund raising initiatives again included a P & F levy, Easter raffle, sale of Entertainment books and the traditional Mothers and Fathers Days stalls. As always we were kept busy with these. I must note that the beautiful gifts and capped price of \$5 makes us the envy of a number of schools when it comes to our Mother's Day and Father's Day stalls.

The P&F also made substantial contributions to the School Vegetable garden and will continue to support this initiative in the coming years

The P & F continued to pay for Canteen and Uniform shop supervisors. This allows for the smooth running of these very vital assets. The P& F also help to fund the Occupational Therapist and Speech Therapist that operated in the school two days each week. The growth in children, as reported by the school, in these regards was tremendous.

Student Body

It was a great honour to be chosen to be a school leader in 2015 and we represented the school on many occasions and at many formal events; leadership training days, Anzac Day, Project Compassion Launch, Mission Mass and assisting with the Kindergarten Orientation Days. In 2015 we enjoyed leadership days at St Joseph's Lochinvar and another in Newcastle.

We were given many opportunities to speak and lead, especially during weekly assemblies at the school. The role of leaders was very important to us and we needed to be available for the students and staff on many occasions. In this way we learned to be of 'service' to others.

Our years at St Paul's were tremendous and we were lucky to enjoy the many opportunities that the school had to offer. Our 2015 Year 6 excursion was a massive highlight, we learned a lot and had a lot of fun

We must also thank our parents for the privilege of attending St Paul's and also thank the staff for the wonderful way they cared for us during our time at the school.

SCHOOL FEATURES

History of the school

St Paul's heritage is with the Mercy Religious Order of sisters. The Mercy sisters have been in the Maitland-Newcastle Diocese since 1875. The Mercy order for the diocese is based in Singleton. The Mercy Order of Sisters started a school at Rutherford in 1957.

The school began with 64 children enrolled from K-6. In 1965 the Infants school relocated to Monte Pio at Campbell's Hill and remained there until 1981 when it returned to the Rutherford site. The school has had two major building constructions and expansions within the last 10 years due to a Capital Building Grant and Building the Education Revolution. The school has grown to accommodate 17 classes. It is now the second biggest primary school in the diocese.

The school celebrated its 50th anniversary in 2007.

Location/Drawing Area

St Paul's Primary School, Rutherford is located in the Hunter Valley, within 10 kilometres of the centre of Maitland and forty kilometres from Newcastle. Originally opened in 1957 as an Infant's school, St Paul's has grown to 17 classes and services the western suburbs of Telarah, Rutherford and Aberglasslyn and the new housing developments of McKeachie's Run and Anambah. The socio-demographic of the population has been defined as, 'fairly typical of developing urban fringe areas, comprising established young families who are relatively time poor and thus require conveniently located facilities'

Catholic Identity and Mission

Catholic Imagination and Spirituality

Embedded in all we do, is the influence of Catherine McCauley and the Mercy charism. The school was established by the Mercy Religious Order of Sisters in 1957. The school crest which includes the Mercy Insignia is on display on the student uniform, staffroom and the large banner that hangs in the quadrangle for all to see.

The new school year commenced with an Opening School Liturgy where new staff members were welcomed and school leaders and Mini Vinnies members were commissioned for the year ahead. The conclusion of the school year was also recognised in a liturgy as we farewelled the Year 6 students, families moving on and teachers who were moving to new schools.

At every morning assembly we pray our school prayer which is followed by readings from the scriptures, according to the structure of the liturgical year. Feast days and special days, such as the Feast of St Peter and Paul, and Mary MacKillop are recognised with whole school liturgies. Whenever the St Paul's community gather for special occasions, including assemblies, we acknowledge the traditional owners of the land.

Family, Parish and Diocesan evangelising and catechesis

The school continued to be the link with the parish for families in 2015. Parish and school news and events were communicated to the other via newsletter and at attendance at Parish meetings. The school supported the Sacramental team by advertising upcoming events and teachers being at the reception of the sacraments. Children were recognised at morning assemblies if they had received the sacraments the previous weekend.

Catholic Schools Week is always an exciting week and was again in 2015. The week commenced with a special Catholic Schools Week Liturgy and was followed by open classrooms and fun activities in the afternoon.

All classes were involved in Easter celebrations. The students from a range of classes took part in the re-enactment of the special days in Holy Week. The parish and parent community were invited to attend and supported it well. A group of students travelled to Kilaben Bay and participated in the 'Way of the Cross' on Palm Sunday.

St Paul's has an open door policy to the Priests and parish members. Parishioners are aware that they can ask for the school's assistance in meeting different needs such as raising money for St Vincent de Paul or Caritas projects.

Christian Discipleship

Our Mini Vinnies group really took off in 2015. Large numbers of senior students joined the group and volunteered their time to attend meetings, raise money and conduct pastoral visits in the community. Our chapter group worked in the school to create awareness of social justice issues and to actively show 'service' in the spirit of St Vincent de Paul, to those in our school and wider community. Their involvement extended beyond the school grounds by attending weekend Masses and assisting in Parish fundraising activities and events, as well as visits to local nursing homes and fundraising to support the local St Vincent de Paul society, Caritas and the 'Assist A Student' program.

Religious Education and Curriculum

The Religious Education Policy also includes the Teaching of Religion. The Religious Education Co-ordinator (REC) oversees the teaching of Religion within the school. Each class teacher teaches Religion daily for thirty minutes. Teachers follow the K-6 syllabus of the Maitland –Newcastle Diocese and the REC supports the teachers in doing so.

The REC attends REC Assembly Days organised by the CSO and communicates the content of these days to staff during staff meetings. The REC is always available to teachers in assisting with the development of programs and liturgies.

Teachers are handed program outcomes and foundation statements, ideas for liturgies, useful websites and readings and research on current issues. The REC regularly reviews liturgical preparations, class programs and student books to ensure that high standards in teaching religion are being maintained in each

classroom.

Initiatives Promoting Respect and Responsibility

The school motto, “Stand Firm in Faith” is a constant reminder that the school is based on Gospel Values and all words and actions within the school should be a reflection of it. The school’s “Positive Behaviour for Learning” (PBL) focus is “I am respectful, I am responsible and I am ready to learn”. The program helps to build respect and responsibility into the students’ environment. Each fortnight a new focus is chosen and the whole school spends time each day concentrating on its meaning. Students are rewarded for their efforts by receiving gotchas from teachers and rewards from the PBL reward menu.

The school continued fund raising activities for Caritas Australia through Project Compassion and Catholic Mission. The school is always responsive with their generosity and delighted to be able give to such worthy causes. A ‘Winter Appeal’ and ‘Christmas Appeal’ operated to gather food items to support local families. Food drops were then organised by St Christopher’s Anglican Parish and the St Vincent de Paul Society.

Student Profile

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

LBOTE*	SWD*	Indigenous
7	29	22

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

Enrolment policy

St Paul'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	58
Year 1	59
Year 2	58
Year 3	91
Year 4	69
Year 5	61
Year 6	67
Total	463

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
92	93	93	94	93	92	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 paramount in the daily running of the school. It is also integral to a student's school happiness and success. It is central to all communication between students, teachers and students, teachers and parents. The Pastoral Care policy is based on rights and responsibilities with consideration of the welfare of all. Copies are available to parents in the administration area of the school.

The school has a Pastoral Care Worker, who is a member of a Religious Order, and a registered Psychologist, employed by the CSO. They are available to assist students and families with counselling and referral support. They work in conjunction with the school's Learning Support Teacher (LST) and team. Other welfare agencies are referred and contacted if there is a need.

During 2015 the P & F financially supported the employment of extra hours for the Speech & language Therapist and Occupational Therapist. The gains made by the children within these two programs were tremendous. It offered them a growth in self-esteem and dignity.

The Positive Behaviour for Learning (PBL) is a program for improving behaviour and is strongly supported by the community

Discipline Policy

Discipline is a part of the St Paul's Pastoral Care policy and some changes around procedures were made particularly in relation to the case Management of students who are experiencing difficulties

During 2015 St Paul's continued to use yellow and red slips. The yellow slips indicate to the students that he/she has received a warning about not continuing the noted behaviour. The red slip indicates a severe warning and parent contact is made. The slips are recorded and monitored by the primary coordinators. The 'Thinking Room' process has been in place for some years and support Procedural Fairness Practices by allowing a student an opportunity to speak to the duty teacher about their behaviour.

Copies of the Pastoral Care policy are available in the administration area of the school.

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 Paul'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

Commitment to the nature and purpose of Catholic Schools: Ensure social justice awareness and charitable works programs reflective of Catholic social teaching are in place in our school.

Student support mechanisms that promote wellbeing and mental health: Provide approaches to pastoral care, behaviour support and student wellbeing.

Principals/School Executive as leaders of learning: School executive to improve student achievement by improving the quality of teaching in classrooms.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The Re-launch of our mini-vinnies was a highlight of the year. Thirty-two year six children were involved in a great deal of pastoral work and raised significant funds and sourced other donations for a number of appeals throughout the year. The group were a wonderful example for everyone in the school community. The entire school was involved with of Project Compassion (Caritas) celebrating at Ash Wednesday Liturgy and continual awareness of fundraising for this during Lent.</p>	<p>Improved student achievement in literacy & numeracy: Provide professional learning for teachers to set explicit targets for student achievement in the higher bands of writing in NAPLAN.</p> <p>80% of students in K-2 reach the following PM benchmarks for reading:</p> <ul style="list-style-type: none"> • Kindergarten – 8 • Year 1 – 15-17 • Year 2 – 22 <p>95% of students in Yrs 3-6 reach the following PM benchmarks for reading:</p> <ul style="list-style-type: none"> • Year 3 – 27-28 • Year 4 – 30 + • Year 5 – 30+ • Year 6 – 30+ <p>Sight Words Correct/200 most common sight words</p> <ul style="list-style-type: none"> • Kindergarten - 150 • Year 1 – 180 • Year 2 – 200 <p>To improve results in PAT tests for Reading in each group - Years 3-6 by 2 marks (in the mean correct score).</p> <p>Increase of 25% of students in the top two bands in NAPLAN from 2016-2017</p>

<p>A focus for 2015 was to review and amend the school's Pastoral Care Policy and procedures. With this in mind a Pastoral Care Team was formed which looked into all matters relating to the structures and procedures here at St Paul's. One of the key improvements made was that Case Management became part of the vernacular here at the school and became the norm. A role statement was developed for the school's Pastoral Care worker and all staff undertook training in the Kid's Matter program</p>	<p>Professional learning initiatives aligned with a shared vision for student learning and school improvement. Promote professional dialogue within the school through evaluation and the sharing of skills, ideas and goal setting Introduce the Professional Practice and Development Processes. It is expected that there will be increased familiarity with AITSL standards with discussions and professional dialogue occurring throughout the school. In line with this all teachers will have developed and submitted their PP&D plan. In order to better facilitate a change in culture the arrangements for staff RFF will be reviewed to allow for a spirit of cooperation and collaboration. This will also have the benefit of providing the students to study 'specialist' subjects with 'specialist' teachers.</p>
<p>St Paul's built a 'shared vision' of a 'PLC' reflecting on what we have done and embedded and built upon our understanding of a 'PLC', through Numeracy. Appointed a 0.1 Lead Teacher, as per the CSO School Focus on Improvement. Leading staff meetings & professional learning – professional dialogue. Built a culture of high expectations</p>	<p>To develop partnerships that provide for consultation and engagement with parents and families. Explore opportunities for increased engagement with parents in the life of the school.</p>

Academic Achievements

In 2015 our students participated in a wide variety of academic competitions with very pleasing results being achieved. All Year 5 and Year 6 students experienced the Newcastle Permanent Competition and there were excellent performances by individual students. Special mention needs to be made about particular results:

Year 5: 6 x Distinctions certificate recipients and 23 Merit certificate recipients.

Year 6: 6 x Distinctions certificate recipients and 24 Merit certificate recipients.

Our involvement in the ICAS competitions was again extensive. ICAS is a highly regarded assessment program for schools in Computer Skills, English, Mathematics, Science, Spelling and Writing which enables schools to identify students levels of academic performance. Each year St Paul's students have the opportunity to participate in these assessments. Congratulations to all our students who participated. Special mention needs to be made about particular results.

Computer Skills: 1 x Distinction certificate recipient, 3 x Merit certificate recipients

English: 2 x Distinction certificate recipients, 3x Credit certificate recipient, 3 x Merit certificate recipients

Mathematics: 2 x Distinction certificate recipients, 9 x Credit certificate recipients, 5 x Merit certificate recipients

Science: 3 x Distinction certificate recipients, 4 x Credit certificate recipients,

Spelling: 4 x Credit certificate recipients, 2 x Merit certificate recipients

Writing: 1 x Credit certificate recipient.

2014 was a successful year for debating and public speaking. The stage 3 debating team competed in the Diocesan Debating Competition. Our Public Speaking excelled with students performing very well.

Stage 3 students entered in the Newcastle Herald Young Writers Project and their work was published in the Newcastle Herald newspaper. The stories were advertised as 'The Rutherford Rag'. The results were enjoyed

by all the community.

Cultural achievements

St Paul's school choirs continue to enjoy any opportunity to perform including in the Abermain Eisteddfod.

St Paul's Chess teams competed in the local competition and the senior team was Regional champions.

St Paul's held their annual Public Speaking competition. The competition culminated with the final being held at night with the adjudicator from St Peter's High school. The class winners demonstrated great skill and technique. These students then represented our school at the All Saints Cluster (ASC) Public Speaking Competition. Two of our students were selected to represent the All Saints cluster at the Diocesan Public Speaking Competition in the Stage 2 & 3 sections. They received a 2nd and 3rd place respectively.

St Paul's participated in the annual debating competition. The team went on to win the quarter final but were beaten in the semi-final.

Sporting achievements

Rugby League – St Paul's team won regional The Pickers Cup and we made it to the final of the Knights Knockout. The boys then went on to make the Quarter Finals of the All Schools State Finals. One student represented Polding at the NSW PSSA championships.

For the first time we participated in the NSW CPCS netball titles with three teams travelling to Sydney. All the teams experienced a good deal of success on the day.

Athletics – one student represented Polding at the NSW PSSA championships.

Cross Country – one student represented Polding at the NSW PSSA championships.

Other individual sporting achievements – several students made the Diocesan trials in the following sports: Rugby League (4 students), Rugby Union (1 student), Soccer (2 students), Swimming (5 students), Athletics (13 students), Cross country (24 students). Touch 1 (student)

Team participation – Rugby League: Knights Knockout, Girls Gala 7's Day, Rugby Union Junior and Senior 7's Gala Days, Netball: ASC Gala Day, NSW Catholic Championship, Soccer: ASC Gala Day.

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	56.32%	71.10%	13.79%	12.90%
	Writing	68.97%	75.80%	5.75%	9.30%
	Spelling	49.43%	65.20%	29.89%	16.70%
	Grammar	68.97%	73.20%	16.09%	12.60%
	Numeracy	57.47%	60.80%	17.24%	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	41.38%	57.90%	24.14%	20.00%
	Writing	27.59%	52.40%	18.97%	19.50%
	Spelling	43.10%	60.80%	20.69%	14.60%
	Grammar	46.55%	60.90%	18.97%	18.60%
	Numeracy	39.66%	55.80%	27.59%	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).	26.5
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	26
Total non-teaching staff	12
Grand total	38
Percentage of teachers who are indigenous	0

Teacher Attendance

94%

Teacher Retention

Of St Paul's total teaching staff 80% were retained. Four temporary staff sought other positions as permanent staff returned from Maternity or other leave. Our Assistant Principal, after serving two years here, accepted a promotion position at another school.

Professional Learning Undertaken

During 2015 whole staff development was conducted in the areas of Child Protection, Mathematics, the pastoral care of students, Religion and Science.

Individual staff undertook training in a wide variety of areas including: English, History, Music and performance, Assessment, WHS, Child Protection, Leadership, Autism, Reading, as well as many others.

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

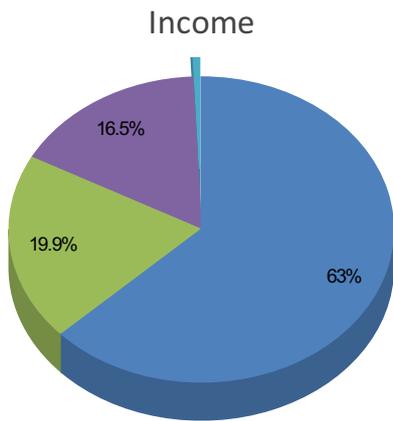
Parents, families and friends are always included in school events and celebrations. Parents are invited to be part of the daily routines of school by assisting with reading, library, craft, canteen, uniform shop and sport coaching. There is open communication between parents and teachers. There is an active P&F that operates to support the teaching and learning needs of all by providing resources to enhance classrooms. Feedback through conversation and comments about different programs in the school is always positive.

Student Satisfaction

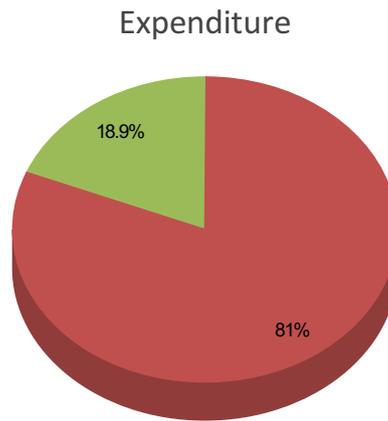
Teachers provide opportunities for students to reach their potential through differentiated learning tasks. Students are encouraged to work towards their goals and academic excellence is also promoted. Teachers are always supportive of student leadership initiatives. The students were universally excited by the work conducted in the playground with the addition of vegetable gardens and chickens

Staff Satisfaction

Teachers and other staff report that they are pleased that their views are taken into consideration and are very positive about the collaborative PLC processes that have been introduced in the school.



- Commonwealth Recurrent Grants (63%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (16.5%)
- Other Capital Income (0.7%)



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (81%)
- Non-Salary Expenses (18.9%)

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	\$2,835,713
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$895,296
Fees and Private Income ⁴	\$741,373
Other Capital Income ⁵	\$31,995
Total Income	\$4,529,773

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$4,609
Salaries and Related Expenses ⁷	\$3,525,913
Non-Salary Expenses ⁸	\$822,661
Total Expenditure	\$4,353,183

For the 2015 year the St Paul's Primary School received \$25,396 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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 Douglas Garnett

St Paul's Primary School

RUTHERFORD

Phone: 4932 8605

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