



St Joseph's Primary School, EAST
MAITLAND

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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

Saint Joseph's Primary School, East Maitland is located in the Hunter Valley, NSW. The school serves the area around East Maitland, catering for both urban and rural communities nearby. The school has a rich heritage, steeped in Catholic tradition, dating back to the colonial era. The school aims to provide students with an excellent environment for learning and growing in faith.

The school boasts excellent facilities and services which include:

- a dedicated team of teachers and support staff who are committed to providing quality learning experiences for all children.
- well-appointed air-conditioned classrooms with Interactive whiteboard technology an excellent library with ample computer facilities
- attractive school grounds and playing fields with abundant covered playing areas;
- access to a parish hall;
- a well-supported special education unit leading to improved learning outcomes;
- varied sports programs for all students
- a strong pastoral care program.

The school encourages and supports a strong partnership between the school, the home and the Parish. In 2016 the school took part in a new process of cyclical review known as COSI. This process provides the school with timely feedback on its areas of development to support the progress of the school and to assist with the planning for future improvement. This Report reflects the efforts made by the school to achieve its stated purpose.

I commend the report to you. (Principal, Mr Anthony Weir)

Parent Body

During the past twelve months, our small but very energetic and dedicated P&F team, have once again through a variety of events, celebrated the importance of families in the lives of students. This has gone a long way towards fostering a true sense of community between students, parents, the school and Parish.

In addition to advocating on behalf of parents on important school issues, highlights have included the annual Mother's Day & Father's Day bbq breakfast and gift stalls, welcome bbq for new Kindergarten families, school disco which raised funds for our School Student Council, presentation of gifts to teachers and support staff on International Teachers Day, presentation of Bibles to departing Year 6 students, gifts to departing teachers/staff and representation at Federation of P&F Association meetings and forums.

Another major highlight was the conferment of life-membership to two of our members Sally Davies and Jane Geddes for outstanding contribution to the P&F Association over a period of at least 7 years.

The P&F Association also raised in excess of \$10,000 from our annual major fundraising event – The Adidas Fun Run and the monthly Friday night George Tavern Community Raffles. With existing funds, this allowed us to contribute \$30,000 towards the purchase of new IT equipment which included 30 laptops to replace the 16 aging Library "POD" machines. This investment will ultimately benefit all our students with their learning outcomes.

Finally, it is the dedication and selfless contribution by the P&F Executive, the many wonderful parent volunteers, support of the Principal, staff and Parish that have allowed the P&F Association to achieve such positive results and continue to play an important role within our school community. (P&F President, Mr Peter Pala)

Student Body

2016 began with the annual School Swimming Carnival which was held in the second week of Term 1. The newly elected sport leaders assisted on the day. Students eight years and older participated in the

carnival.

The tradition of Kindergarten Buddies continued this year. Year 6 students were paired with a Kindergarten buddy to help settle them into school routines.

Representatives from each class from Years One to Six were elected to the Student Council early in the year.

With the guidance of the Captains and Prefects, the Student Council organised the Easter Raffle, the Annual Talent Quest and the Stockland Star Competition.

Students from Stage 3 participated in the Maitland Council Environmental Forum and brought valuable information back to the Student Council about ways we can manage waste in our school and care for our school environment. With the help of the P & F the students held a school disco in Term 3. Funds raised were donated to charity.

A large number of students represented the school at ANZAC Day marches in East Maitland and Morpeth. School leaders took part in each of the ceremonies by reading or presenting books and wreaths.

This year students from Kindergarten to Year 6 participated in Joey's Super Squads to complement our school's Friendly Schools and Kids Matter programme. Year 6 students, with the guidance of their teachers, organised activities to promote resilience, friendships and connections to significant days in the year such as Mother's Day and Father's Day.

Year Six once again organised and held a 'Mission Fete' during Term Four.

The activities included Trash n Treasure, Cake Stalls, Lucky Dip, Games, Photo Booths and entertainment from year 6 students. The mission fete helped to raise over \$3000.00 which was split between St Vincent de Paul, Catholic Missions and Caritas.

The Captains and Prefects of 2016 showed their leadership skills each day at morning assemblies and mid – week during award and class presentation assemblies.

(Student Council)

SCHOOL FEATURES

History of the school

St Joseph's School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. In 2002 the school became a K-6 school following the amalgamation of the nearby St Vincent's and St Mary's Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program.

Location/Drawing Area

The school is located in the Hunter Valley, adjacent to the New England Highway. The school is a part of the Chisholm Catholic Pastoral Region. The students come from predominantly Catholic families who are seeking a Catholic education. Students mainly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Catholic identity is active and visible throughout the school. The school was established by the Mercy Sisters. The school crest includes the Mercy insignia and is on display on the student badges, in our school banner, our letter head and on signs hung on our school buildings. Our students are encouraged to use our school motto "Together with Christ" and the school mantra "Learning with Care and Respect".

Prayer is an important part of each day, beginning with our school prayer at morning assembly. Classes pray, both formal and informal prayers throughout the day. Every classroom has a sacred space as a focus for quiet reflection and prayer. During 2016 the school community took part in liturgical celebrations focused on special events such as our Opening School liturgy where new students, staff and families were welcomed. Others included, Catholic Schools Week, St Joseph's Feast Day, Holy Week and Easter, Mission Week, ANZAC Day, Reconciliation Week, Grandparent's Day, Mother's Day, Father's Day, St Mary Mackillop and a liturgy of Thanksgiving and Farewell to our Year 6 students and departing staff and families. Classes also attend a regular Mass in our Parish church once a month.

Family, Parish and Diocesan evangelising and catechesis

The school actively participates in the parishes of East Maitland and Morpeth. We have staff who worship within the parishes and a number of teachers are members of the Parish Sacramental Team supporting both parents and children in the program. The 2017 Kindergarten children and their families were welcomed by the parish community at a parish Kid's Mass during December 2016. The school actively promoted the parish ACTiv8 Youth Group. The Youth Group along with our visited classrooms throughout the year, joined in and supported a number of school celebrations and used our school's grounds for a number of their activities. As a school we also highly promote 'Kids Mass' held on the first Sunday of each month for the Chisholm Region. The school guitar group played the music at the Sacramental ceremonies and Kids Masses.

School volunteers assisted and supported pilgrims participating in the Walk from Morpeth to Maitland to commemorate the commencement of the Catholic Church in our region.

Christian Discipleship

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. Several opportunities for staff faith development and reflection were provided during 2016 including a Staff Retreat day in Term One.

Joey's Squads were introduced this year to involve students in a variety of activities throughout the year. They consisted of multi-aged groups from each class coming together with a Yr 6 students as leaders and facilitators.

The Chisholm Region sacramental program continued this year with many children receiving the sacraments of Eucharist and Confirmation. The Chisholm region works together with meetings being held across the various parishes allowing families the opportunity for faith development.

Religious Education and Curriculum

The teaching of Religion is aligned with the diocesan programming policy. The teachers, in their role as Religious Educators, are supported by the Diocesan K-12 Religion Syllabus and the Resource Units which have local and Australian based content. Units of work form a scope and sequence across the whole school and many resources are located in the Resource Room. Each class has a daily structured lesson that develops the students' knowledge and understandings of Catholic Faith.

A new Diocesan K-6 Scope and Sequence and units of work and have been implemented during 2016. New resources were purchased throughout 2016 to assist teachers with the implementation of the Diocesan units. Stage One and Stage Two teachers attended a professional development session based on the new units that are to be implemented in Term 4 2016. The REC and staff participated in professional development on Religious Literacy. In 2016 Year 6 were again involved in the Religious Education Test and achieved excellent results.

Initiatives Promoting Respect and Responsibility

St Joseph's School maintains an effective Pastoral Care and Discipline Policy. The Policy, and procedures which flow from it, are founded on the teachings of Jesus: love of God, love of neighbour and love of self.

During 2016, Year 6 organised a Mission Fundraising Day to raise money and the children's awareness of those less fortunate than themselves. The school continued fund raising activities for Caritas Australia and Catholic Mission. The school is always very responsive to such appeals. School representatives also attended the Diocesan Reconciliation Mass this year.

Throughout the year each primary class visited a local nursing home to entertain the residents and to spend valuable time in conversation with senior citizen members of our community. This year our weekly Courtesy Award was replaced with a newly designed Christian Values Award.

The St. Vincent de Paul Society continues to operate a breakfast club for the children. The school in turn supported the annual St. Vincent de Paul Christmas appeal. The Mini Vinnies team meet regularly throughout the year and have promoted support for those in need within our community.

Student Profile

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

LBOTE*	SWD*	Indigenous
11	13	12

*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 2016

Scholastic Year	Number of Students
K	57
Year 1	58
Year 2	60
Year 3	60
Year 4	60
Year 5	56
Year 6	59
Total	410

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95	94	94	94	95	94	94	94

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

An atmosphere of mutual respect, care and understanding is a feature of St. Joseph's school life and student welfare is a high priority at the School. Although the school does not have a Pastoral Support Worker the school staff work together to ensure all students' needs are identified and catered for.

The most popular student welfare programs offered were:

- Kindergarten and Year Six Buddy program;
- Joey's Squads
- Student Council
- Year Five camp

St Joseph's Student Welfare Policy is effective. No changes have been made to this policy during 2016. The policy is available from the school office.

Discipline Policy

St Joseph's school continues to work toward its goal of developing self-discipline and responsible behaviour in each child. The school policy reflects and draws on the principles of the CSO Pastoral Care Policy. Recognition of student achievement, through weekly class awards, Christian Values awards, announcements at school assemblies and in the school newsletter all encourage good citizenship. The school also acknowledges birthdays of all students at the morning assembly.

St Joseph's Pastoral Care and Discipline Policy records clear descriptors of behaviour, response and repair. A critical component is the Responsible Thinking Room where time and space is provided for teachers to mentor children. Restorative Justice principles are employed. Communication with parents remains critical.

The policy provides clear guidelines for teachers and students and supports them and parents toward positive outcomes. No changes have been made to this Pastoral Care & Discipline during 2016. The Policy is available from 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.

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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

In 2016 the school focussed on three key areas:

- 1: Improved Catholic Identity through the spiritual formation of staff and the more explicit focus on Catholicity across all areas of the curriculum.
2. Improving the learning outcomes for students in Mathematics through targeted professional learning, intervention strategies and consistent pedagogy.
3. Implementation of Professional Planning and Development (PP&D) processes for all teachers.

Additionally, the Friendly Schools Plus program has been implemented across K-6 to support the students' awareness of mental health issues and their approaches to staying "mentally well".

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Catholic Identity: Staff "Retreat" meetings were held for all staff. Selected staff were also given retreat opportunities away from school. The school's Religious Education Policy has been updated to reflect more contemporary understandings. Staff also participated in an internal review of their own programs using tools from the COSI process.	It is planned that the school broaden its understanding of, and commitment to, Social Justice. Further work is required to embed our Catholic identity into all learning policies. Further opportunities for staff spiritual formation will also be provided.

<p>Mathematics: The school's Lead Teacher worked with teachers in Kindergarten to Year 2 to develop their use of assessment data in Maths and link this to the Numeracy Continuum and to differentiated programming and teaching. The lead teacher provided inservice opportunities for selected staff.</p> <p>The Lead Teacher collaborated with teachers in K – 2 to plan and implement interesting and contemporary pedagogy which was measured against the Numeracy Continuum.</p> <p>Intervention opportunities for students on both ends of the ability spectrum were implemented.</p> <p>The collection and organisation of data from all sources, ELK, PaT and NAPLAN during 2016, by the Lead Teacher has been used to identify student needs and to refine teaching strategies. The tracking of students in Numeracy and Literacy from 2015 to 2016 has become a valuable resource.</p> <p>In addition, the Learning Support Teacher has collated detailed information of the progress of students who have received Literacy intervention.</p>	<p>A major component of the School Improvement Plan will be a focus on the improvement of Writing outcomes across the school. A Lead teacher will work intensively with the teaching staff in K-2 whilst also providing whole school support and professional learning in the area of Literacy generally.</p> <p>The school will take up the opportunity to improve its focus on meeting the needs of Gifted students through the work being done by the CSO in this area.</p>
<p>Professional Planning and Development: The teaching staff actively participated in this process during the year. members of the school's Leadership Team were supported by the school principal. These members in turn supported the remainder of the teaching staff to set goals, check in during the year, and assess their progress by years end, giving examples of their progress towards the stated goals.</p> <p>Teachers, with support, set professional learning goals, aligned with the Australian Professional Teaching Standards, for the year and explored professional development opportunities and strategies to assist them meeting these goals.</p>	<p>The KidsMatter Action Team will commence plans to move to Component 3 on the KidsMatter framework. This requires a focus by the school to work with parents and carers. A Wellness Fair has been planned for 2017 where parents can take advantage of a range of local community services which target their wellbeing as adults.</p>

Academic Achievements

At St Joseph's we take pride in offering an inclusive, quality, Catholic education for all students. Students at St Joseph's have the opportunity to participate in the UNSW English, Mathematics, Digital Technologies, Science, Spelling and Writing competitions.

Stage 3 students participated in the Newcastle Permanent Mathematics Competition with many gaining Distinction or Credit for their effort.

A team of students was selected from Year 6 to represent the school in the Regional debating competition. They were a credit to the school and performed extremely well.

Students had the opportunity to participate in the Regional Public speaking competition. Our finalists were very enthusiastic about the day and performed admirably.

Stage 3 students had the opportunity to participate in the Hunter Valley Electric Vehicle Festival by building solar cars to race in the Mini EV Prize competition. One of our teams placed 3rd in the solar sprint and 2nd in the solar pursuit. Year Six students also participated in the Science and Engineering Challenge.

Students with particular gifts or talents have the opportunity to participate in the Regional Gifted and Enrichment Day with students from other schools in the area.

Cultural achievements

St Joseph's school band, with the support of the Upper Hunter Conservatorium of Music has continued to meet and practise each week. Parent support at evening performances has been outstanding.

The annual Talent Quest which is organised by school student leaders was again a wonderful opportunity for students to display their dance, music and entertainment skills. Ten heats of six acts were required to filter down to fourteen acts in the final.

An increased number of children commenced or continued with guitar lessons. Guitarists and instrumentalists from the band combined to support school liturgies and parish celebrations. Students participated in the regional debating and public speaking competition.

Qualification rounds in both events showed significant improvement in enthusiasm and presentation. One student was invited to join the Diocesan ASPIRE ensemble. Stage 3 attended the performance, while Early Stage 1 attended a live stage performance during Term Three.

Annual social dance evenings again drew the Stage Two and Stage Three years to a close. Time spent learning the suite of social dances culminated in two successful and enjoyable evenings.

Sporting achievements

During 2016 students at St Joseph's were given many opportunities to experience a variety of sports. Students had the opportunity to participate in organised school sport. In 2016 these sports included Sports in Schools, (Kindergarten, Year 1 and Year 3), Gymnastics (Year 2, 4, 5, 6), Tennis (Kindergarten and Year 1), Water Safety Swim & Survive (Year 2, 4 and 6) and Lawn Bowls (Year 5 and 6).

The school continued its tradition of participation and success in both individual and team sports, including Swimming, Athletics, Cross Country, AFL, Tennis, Hockey, Soccer, Tennis and Cricket.

Students represented at Polding Trials for Swimming and Cross Country and several students represented at Diocesan trials for Athletics. One student attended the State trials and represented NSW in Rugby Union.

Students also attended Diocesan trials in the following sports: Soccer, Touch Football, Netball and Basketball.

Medals were presented to the Swimming and Athletics champions throughout the year and to the overall Male and Female Sports Champions at the end of year awards ceremony.

This year two students were recipients of a medal for achieving State Level in their respective sports.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	59.32%	49.40%	3.39%	13.30%
	Writing	55.93%	48.80%	5.08%	8.10%
	Spelling	67.80%	46.40%	6.78%	14.20%
	Grammar	72.88%	52.50%	5.08%	11.40%
	Numeracy	44.07%	35.60%	6.78%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	44.64%	35.30%	14.29%	17.30%
	Writing	19.64%	17.20%	17.86%	19.90%
	Spelling	33.93%	29.80%	17.86%	19.00%
	Grammar	46.43%	36.30%	10.71%	16.80%
	Numeracy	28.57%	28.30%	8.93%	18.30%

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).	24
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	24

Workforce Composition

Number of Staff	
Total teaching staff	24
Total non-teaching staff	11
Grand total	35
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

100%

Professional Learning Undertaken

During 2016, much time was devoted to professional learning in the area of Maths which was led by the Lead Teacher.

A variety of meetings, assemblies and inservices were attended by key members of the school's Leadership Team and a number of specialist teachers.

CSO personnel visited the school to provide on-site training and advice. Inservice on PP&D, COSI and Mathematics were key on-site areas for development.

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

In 2016 the school continued work on the recommendations from the review which was held in 2014. Regular reports were printed in the school newsletter and outlined at Parents & Friends meetings which were held twice per school term. Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all.

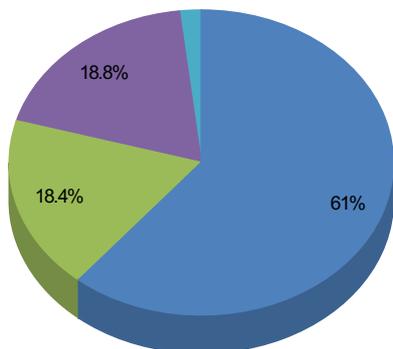
Student Satisfaction

Through the Student Representative Council, all students have a voice at St Joseph's when it comes to issues affecting their wellbeing. Student Councillors in each grade level from Year 1 to Year 6 are on the Student Council. Kindergarten students are represented by their Year 6 buddies. The leadership team are informed of any issues raised and give due consideration to any requests to improve the amenity of the school or initiate a new program to further enhance the wellbeing of students. Students are strongly encouraged to also speak to staff about any concerns they may have. Also their individual achievements, inside and outside of school are recognised and celebrated.

Staff Satisfaction

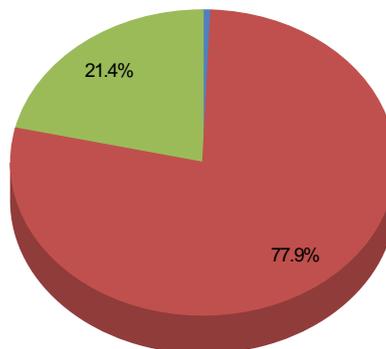
The teaching staff at St Joseph's meet on a regular basis, mostly focussing on professional learning and improving student outcomes. All staff meet in a range of other forums so their ideas and their concerns can be heard. Whilst there are high expectations of all staff, it is also important that pastoral care is offered to them particularly when facing complex issues. There are a range of communication methods that are used within the school to keep staff informed as well as being heard. The staff at St Joseph's work hard and to be commended for their dedication and professionalism.

Income



- Commonwealth Recurrent Grants (61%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.4%)
- Fees and Private Income (18.8%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (77.9%)
- Non-Salary Expenses (21.4%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,642,991
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$797,157
Fees and Private Income ⁴	\$812,660
Other Capital Income ⁵	\$78,929
Total Income	\$4,359,357

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$27,202
Salaries and Related Expenses ⁷	\$3,150,809
Non-Salary Expenses ⁸	\$864,649
Total Expenditure	\$4,042,660

For the 2016 year the St Joseph's Primary School received \$27,620 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 Parents 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

EAST MAITLAND

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