

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*

St. Joseph's Primary School  
Charlestown



## St Joseph's Primary School, CHARLESTOWN

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## About the Annual School Report

St Joseph's Primary School is registered by NESAs 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 2017 and gives information about 2018 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

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### Principal's Message

2017 was a rewarding year for St Joseph's Primary School, Charlestown. We continued to promote the highest teaching and learning standards with special focus on the teaching of writing. All staff had this focus as part of their PPD goals. We also continued implementing Professional Learning Teams, a collaborative process which teachers here value and enjoy. Professional Development undertaken during 2017 complemented this focus. We used our School Improvement Funds to employ a Leading Teacher three days per week to drive the teaching of reading throughout the school. The Leading Teacher was able to focus on meeting the specific needs of individuals and small groups.

In 2017 we again maintained twelve classes which demonstrated not only previous growth, but more importantly the confidence and support of our local community. It proves St. Josephs is the school of choice for local families. During 2017 we hosted parent information sessions on a variety of areas, including managing Anxiety in Young Children. We continue to work towards offering parents opportunities to be involved within the school. Workshops on Reading, the Balanced Literacy Block and Numeracy were offered to parents by our Leading Teacher and Maths Champion. These will continue in 2018.

In 2017 with the support of our Parents and Friends Association we were able to purchase new hardware for our library, namely 18 laptops for use in our computer lab as well as various class units. We also re-carpeted our multipurpose room which is our main meeting space and area used for incursions.

At St Joseph's we are very proud of our open plan teaching units. During 2017 we again hosted visitors from other schools wishing to see how these spaces operate. They observed that the children were engaged in their learning and could confidently articulate what learning goals they were working toward. We always encourage prospective families to visit our school as it is unique in its design and approach to learning.

The staff at St Joseph's are adopting flexible learning approaches to varying degrees. We believe the needs of each cohort of children can differ so no one learning approach suits all. Teachers have the freedom to tailor their unit to their groups learning style.

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

### Parent Body

At St Joseph's Charlestown, the Parents and Friends association is a productive group dedicated to adding value to our school and supporting our students through the allocation of funds that improve educational outcomes, enhance the student experience and ensure the school's reputation is upheld. This is achieved through a proactive and constructive parent body, strong executive leadership and collaboration between the parent body and the teachers and support staff.

In 2017 the P&F allocated approximately \$11,100 towards school resources, leadership programs and financial support to families who have children that have represented the school at Polding, state and national levels.

The majority of these funds are raised from our school canteen, clothing pool and fund raising activities throughout the year.

### Student Body

In 2017 the School Councillors have continued to take an active role in many areas of school life. Their leading of the weekly assembly is an opportunity to demonstrate their wonderful leadership skills and the pride they have in their school. Apart from this responsibility the School Councillors have undertaken many duties that have contributed to building a positive school community. These duties have included representing the school at ANZAC services and the Catholic Schools Week Mass. The principal and teachers knew they could always rely on the School Councillors and all of Year 6 to help with important events such as Mother's Day, Father's Day and National Action Day Against Bullying. It is also pleasing that almost all of our Year 6 students take an active part of the school's Mini Vinnies social justice group. Nurturing a very

special relationship with their Kindergarten buddies is always a highlight of the year and a wonderful tradition continued by our Year 6 leaders.

## SCHOOL FEATURES

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### History of the school

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

### Location/Drawing Area

St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the Lakes Region of catholic schools. We are a feeder school for St Mary's Catholic College 7-12, Gateshead. During 2015 it was announced that our local high school St Mary's Gateshead, would be extending to become a Year 7 to 12 school. During 2017 the construction on the high school campus was significant. We were kept apprised of progress throughout the year. 2018 will see the first cohort for Year 11 commence. This means children from St Joseph's can now complete their high school education in the one location.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

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

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

### Family, Parish and Diocesan evangelising and catechesis

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

Throughout 2017 we celebrated as a parish community with the Welcome Liturgy, St Joseph's Feast Day, Catholic Schools Week, Stations of the Cross & Easter, Reconciliation, Advent & Christmas, and the End of Year Liturgy acknowledging our Year 6 graduates. Parents are always welcome and encouraged to attend parish celebrations and these are promoted in our school newsletter. Furthermore, our staff and school representatives attended a range of Diocesan celebrations.

### Christian Discipleship

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

The staff are offered various professional development opportunities through the Catholic Schools Office to improve their professional practice and maintain their faith accreditation. Further study is promoted in the area of Religious Education and Theology as part of faith formation and accreditation policies, with two staff members continuing further study this year. A staff spirituality day *Walking the Way* was held during Term 4, centred on Pope Francis' message of accompaniment. Furthermore, the Principal, AP and PC each attended their respective Diocesan retreats throughout the year.

### Religious Education and Curriculum

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

In 2017, the school participated in the Continual Ongoing School Improvement process for Religious Education. The school's documentation was of a high standard, with minimal recommendations given.

The school has continued to do well in the Diocesan Religious Education Test. In 2017, 36 Year 6 students sat the test, with 1 High Distinction, 14 Distinctions, 18 Credits, and 3 Participation Certificates being awarded.

### Initiatives Promoting Respect and Responsibility

Respect and responsibility underpin all policies at St. Joseph's. The school's *KidsMatter* framework and the *Bounce Back* resilience and wellbeing program enhances and supports the teaching of a range of core values. Our school culture is centred upon the SJC values of Strive High, Live like Jesus, and Care for our Environment. These values are explicitly taught within classrooms, acknowledged with weekly student awards at assembly, and displayed with prominent signage in the school environment.

In 2017 the Mini Vinnies group continued to operate with a large number of students from Stage 3 being commissioned at the Catholic Schools Week Liturgy. Our Mini Vinnies students received their badges and made the pledge to make a difference in the lives of others. This group met on a regular basis to pray for the needs of others, and to focus on social justice issues. A variety of fundraisers with contributions made to Caritas' Project Compassion, Catholic Mission and St. Vincent de Paul Society were made during 2017. The school community is extremely supportive of all events and continues to show a true spirit of generosity and concern for others.

## Student Profile

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

LBOTE*	SWD*	Indigenous
15	20	7

\*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 2017

Scholastic Year	Number of Students
K	42
Year 1	39
Year 2	44
Year 3	36
Year 4	29
Year 5	42
Year 6	41
Total	271

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	96	96	95	96	93	96.5	95.5

## 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

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### Student Welfare Policy

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

During 2017 St Joseph's offered the Seasons for Growth program to assist students with coping strategies when dealing with grief and loss experienced through the death of a loved one or divorce or separation. This year 2 groups were facilitated by trained teachers.

### Discipline Policy

Discipline procedures and processes are set out in the Pastoral Care Policy. A consistent approach to discipline is essential in providing a caring and productive learning environment. We believe that making mistakes and wrong choices are all part of a child's development. It is important that when such mistakes are made children receive the opportunity to learn from their mistakes in a positive way. We reinforce the major principles of our Pastoral Care policy that identify the promotion of our school values. When children fail to own and address unacceptable behaviour, parents are formally notified. As we encourage children to understand the range of consequences that certain actions create, those children whose behaviour may need modifying are required to consider how they can make things right and learn from the situation. In 2017 a more formalised consequence system was implemented and trialed. Parent feedback was solicited via a survey and will be used to formulate a new Positive Behaviour for Learning policy in 2018.

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.

St Joseph's has a robust anti-bullying policy. We take our responsibility to keep all children safe very seriously. We speak with the children regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. We encourage children to speak out if they witness bullying on our playground.

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

### Complaints and Grievances

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

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

# School Improvement

## School Improvement Plan

With the State Action Plan (SAP) ceasing at the end of 2016 it was decided to continue the initiatives implemented as part of the plan as a school funded priority. In 2017 at St Joseph's we employed a Leading Teacher three days a week. She implemented MiniLit, and early intervention strategies in literacy K-2. Teachers continued to use the ELK2 site and the literacy and numeracy continuums to recognise children's individual learning needs and cater for individual differences.

We continued to develop our Professional Learning Teams (PLTs) within stages. The PLT's focus was on collaboration, student learning and increasing student outcomes. Our focus area was improving the teaching of writing.

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

The focus on student achievements and growth in maths was also a focus. Our Maths Champion provided Professional Learning sessions for the staff and conducted parent information sessions during the year.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>One of our NAPLAN targets was to have more than 55% of students in top bands in Year 3 and Year 5 for both literacy and numeracy. This target was met in Year 3 at 58%. 100% of MiniLit children showed growth in their pre and post assessment tasks including benchmarking, SPAT, BURT and fluency. The training of an extra person, our Learning Support Aide, allowed for more children to be involved in early intervention programs.</p>	<p>Our major priority in school improvement for 2017 was to continue with our focus on writing K-6. Our Leading Teacher facilitated the intervention programs for students needing extra support in the literacy area. The Leading Teacher and Learning Support Assistant continued to support small group intervention strategies for students in K-2 needing further support in literacy.</p> <p>In 2018 teachers will continue to Implement the Effective Writing Strategies from our Professional learning days previously attended. We will also be implementing the Seven Steps of Writing. During 2017 two staff members attended the intensive professional development days for this. In 2018 they will lead the other teachers in the implementation of the Seven Steps program.</p>

<p>Our staff continued to support Professional Learning Teams and developed collaborative learning opportunities to focus on their SMART goals. All teachers demonstrated their commitment to improved school performance. Infant teachers continued to develop their use of the ELK2 as an extra tool to identify the needs of individual children and their learning needs. Best Start data was also utilised to assess our Kindergarten children and their individual needs in literacy and numeracy leading to the ongoing monitoring on ELK2. Teachers are able to tier children for intervention and record these results on our data wall creating conversations during professional learning teams.</p>	<p>Staff used their Professional Practice and Development (PP&amp;D) time to enhance opportunities for collaboration across stages with a team and school focus on improving writing. Personal goals were reviewed and set in line with the school and team goals. The goals were linked to the Australian Professional Standards for Teachers encouraging a continuous cycle of improvement K-6 and to the 3 identified writing targets.</p> <p>In 2018 we will be focussing on developing teacher consistency around the teaching of writing and the assessment of children's writing.</p>
<p>Identifying children needing assistance in numeracy has been a goal of St Joseph's. Children and staff have been involved in numeracy intervention. Our Maths Champion on staff provided professional development to up skill staff on many practical aspects of mathematics including using technology and games in the mathematics classroom to teach and practice skills.</p>	<p>A focus during the latter half of 2017 was the development of a Behaviour Management policy based on our school values. We surveyed the parent community to gauge support for the system we were trialling that was focussed on consequences for those children who don't comply with school expectations. Feedback from parents was overwhelmingly positive. In 2018 we wish to develop the positive rather than punitive side of this policy. That is celebrating and recognising exemplary behaviour here at St Joseph's.</p>

## Academic Achievements

The State Action Plan initiatives set up in 2016 continued in 2017 via the employment of a Lead Teacher. Teachers have become more familiar with identifying their students on the literacy and numeracy continuum and utilising the ELK2 site allowing them to recognise individual needs of each student's learning. The MiniLit program, targeting young readers who require extra assistance, also continued and the progress of all students have been very successful.

The introduction of MaqLit was significant as this program focusses in children in the upper primary grades who need intervention in the area of literacy. Our Lead Teacher did the training for this program and was then able to run several groups during terms 2-4.

Students in Years 2-6 participated in the Scope IT Coding program across Term 3 2017. This gave the students a weekly lesson in coding, developing knowledge, understanding of and skills in applying the processes of Working Technologically.

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

Primary students were given the opportunity to participate in the Tournament of Minds competition in the Hunter region. The team of seven children from years 3 to 6 developed many problem solving skills, team work strategies and time management. The team entered the Language and Literature challenge which incorporated many imaginative ideas and presented in front of the judges displaying creativity, maturity and imagination.

## Cultural achievements

A number of students from St Joseph's successfully auditioned for ASPIRE and were part of the entourage for 2017. It was also wonderful again to see many former students following their passion for the

performing arts well into high school.

We have a very strong band here at St Joseph's taught by staff of Allan Ward Productions. Every year the band grows in numbers and their talents are shared throughout the year during weekly assemblies and band concerts when parents and students are invited to enjoy the results of the students' hard, yet enjoyable work.

During 2017 the primary students participated in the SCOPE IT coding program. Positive feedback from students and teachers alike reflected the value of incorporating STEM based learning into our curriculum and further involvement with this program will continue into the future.

Our 2017 our annual school concert adopted a more community focus with the concert being held outside on the school oval. Each grade showcased their talents and skills from their music lessons throughout the year. Participation and community feedback was positive for both the change in venue and format.

## Sporting achievements

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

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

A number of children have been awarded recognition from the Academy of Sport for their selections in representative sport over one year in a number of disciplines.

A highlight in 2017 was the selection of a St Joseph's student to participate at the National Primary Schools Football Championships held in Adelaide in Term 4. This was a huge achievement for this child. The school community was her greatest supporter.

## 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	78.13%	73.90%	9.38%	10.00%
	Writing	83.87%	74.40%	6.45%	7.50%
	Spelling	87.50%	68.80%	6.25%	13.10%
	Grammar	84.38%	75.00%	12.50%	10.50%
	Numeracy	80.65%	67.10%	3.23%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	77.50%	63.00%	7.50%	14.60%
	Writing	50.00%	47.90%	7.50%	19.40%
	Spelling	72.50%	63.00%	2.50%	14.10%
	Grammar	77.50%	59.90%	12.50%	17.50%
	Numeracy	70.00%	57.60%	5.00%	14.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	20
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	20
Total non-teaching staff	7
Grand total	27

Percentage of teachers who are indigenous	0
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### Teacher Attendance

95%

### Teacher Retention

100%

### Professional Learning Undertaken

The staff at St Joseph's are always open to new learning. In 2017 Professional Development undertaken by all staff included: Kidsmatter Component 4, National School Improvement Tool training, COSI Focus Days, Seven Steps Writing Focus, NAPLAN Data Analysis and the Diocesan Learning Framework Launch. Individual teachers also attended specific inservices that answered their own professional learning goals. All teaching staff employed prior to 2014 familiarised themselves with the Teaching Standards in readiness for their proficiency approval due to occur in January 2018.

## Parent, Student and Teacher Satisfaction

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

### Parent Satisfaction

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

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

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

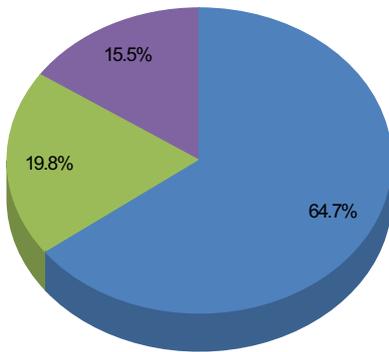
### Student Satisfaction

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

### Staff Satisfaction

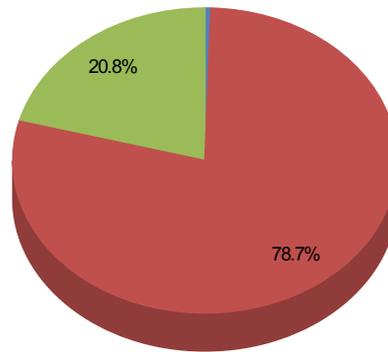
The staff at St Joseph's are very committed to their vocation. They genuinely love children and want to help them have a positive school experience. Staff appear happy to come to work. When difficulties arise the staff pull together as a team and everyone helps out. This is especially evident when we are hosting special events.

Income



- Commonwealth Recurrent Grants (64.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (15.5%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (78.7%)
- Non-Salary Expenses (20.8%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,273,473
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$695,146
Fees and Private Income <sup>4</sup>	\$544,730
Other Capital Income <sup>5</sup>	\$17
<b>Total Income</b>	<b>\$3,513,366</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$16,445
Salaries and Related Expenses <sup>7</sup>	\$2,594,816
Non-Salary Expenses <sup>8</sup>	\$687,718
<b>Total Expenditure</b>	<b>\$3,298,979</b>

**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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, 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:

**St Joseph's Primary School**

**CHARLESTOWN**

**Phone: 4943 5414**

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