



# 2018

**ANNUAL SCHOOL REPORT**

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## St Paul's Primary School, RUTHERFORD

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## About the Annual School Report

St Paul'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

St Paul's is a partnership between our staff members, the parent community, and the local community. We welcome our parents and associated families to be part of our school. At St Paul's we are proud of the holistic education offered where every child has the opportunity to develop their full range of potential.

The school provides an educational program based on, and taught in accordance with the New South Wales Education Standards Authority (NESA). Teaching Religious Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, ACER PAT Testing, the Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. The employment of a Leader of Learning in 2018 was a great addition to the school. Our Leader of Learning has been able to provide great support to the teachers and students especially in the junior years. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University and older students were placed in the MultiLit Program.

During 2018 St Paul's continued to be extremely active in Diocesan and Regional Sport. Students took part in specialist music lessons and guitar lessons were offered on site and there is an opportunity to join our school choir. We also involve our students in local Eisteddfod, Debating and Chess competitions as well as the Tournament of Minds. From Kindergarten to Year 6, all children at St Paul's had the opportunity to experience a diverse range of excursion opportunities throughout the year. All excursions were organised to enhance teaching and learning and bring the curriculum alive for children

### Parent Body

The Parents and Friends have had another active year and have donated in excess of \$15000 to support in the purchase of interactive display panels in the classrooms. The P&F worked to build the community spirit of the school by hosting two school discos for the students and hosted barbecues for the entire school community. In addition the P&F ran successful Mothers and Fathers Day stalls and well received Easter celebrations.

St Paul's parents have once again shown what an asset they are to our school community. St Paul's parents are heavily involved in all aspects of school life, both at school and for extra curricula activities. Their representation on the P&F has provided much needed support for the school staff. The executive of the P&F would encourage all existing parents and those who are new to the school in 2019 to come along to a meeting and enjoy the community we are building here at St Paul's.

### Student Body

The 2018 school year was exciting and proud time for us as captains of the school. We had the privilege to lead St Paul's on ANZAC Day, School Assemblies, Memorial Services and greet guests to the school. We and the other leaders attended the Grip Leadership Day in Newcastle. At this day we had the opportunity to meet people who inspire us and act as role models for leaders. As captains we learned how to speak well in public, engage in conversation with others, that leadership is in everyone and that it is important to show younger students how to behave and act. We would like to thank the teachers for all their support and motivation. Thank you for all the opportunities we had to pursue our academic sporting and cultural interests throughout 2018

## SCHOOL FEATURES

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### History of the school

The school celebrated its 50th anniversary in 2007. 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 is currently a two stream school with fourteen straight class groups. In addition to the NSW Curriculum the school is able to offer specialty Music, PE, and Japanese

### 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 16 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

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### 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 2018. 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 2018. 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.

### Christian Discipleship

Our Mini Vinnies group remains a feature of the school. A highlight in 2018 was the inaugural Winter Sleepout. The sleep out was extremely well supported with all the Mini Vinnies team and a great many of their friends spending a winter's night out in the school grounds to raise awareness of the plight of the homeless in the Maitland/Newcastle region.

Mini Vinnies, supported by their teachers and parish Leaders donated 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) program is focussed on the themes: "I am respectful, I am responsible and I am ready to learn". The program was added to in 2018 by connecting it to our School House system. Individual students are regularly acknowledged for their efforts and their houses are rewarded for their efforts each term. Each fortnight a new focus is chosen and the whole school spends time each day concentrating on its meaning.

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

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

LBOTE*	SWD*	Indigenous
29	48	39

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	60
Year 1	50
Year 2	58
Year 3	45
Year 4	60
Year 5	57
Year 6	89
Total	419

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93	92	92	92	90	91	96	91

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

St Paul's Primary School seeks to provide a safe and supportive environment which: minimises risk of harm and ensures students feel secure supports the physical, social, academic, spiritual and emotional development of children has in place student welfare policies and programmes that develop a sense of self worth and foster personal development.

Students entering into Kindergarten are assisted through a carefully planned transition program and cared for by a Year 6 buddy once they begin formal schooling. As friendships build and confidence grows, students become more independent in the school setting. Our Class teachers, the Religious Education Coordinator, Pastoral Care Worker and our Learning Support Teacher work closely together to ensure that identification of welfare needs and development of proactive ways to support students are included in the day to day operation of our school. Copies of the Pastoral Care Policy are available from the school.

### Discipline Policy

The culture and atmosphere of the school plays a significant role in students developing a balanced approach to life and learning. We believe that respectful and trusting relationships in a positive school environment are the basis of successful Behaviour Management. With this in mind, bullying behaviour is in conflict with the core values and purpose of the Catholic School. The school's Behaviour Management Policies and procedures and Anti-Bullying Policies were reviewed in 2018. The policies are based on rights, rules and responsibilities and rewarding positive behaviour. Within such a school context, children learn to make good choices and to take responsibility for their actions. Copies of the revised policies are 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.

### 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

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## School Improvement Plan

A priority in 2018 was the improved practices in K-2 expanding and enhancing the focus on instructional leadership in in these grades. By properly resourcing and funding a Leader of Learning and associated programs and practices the school was able to ensure high quality and contemporary pedagogical practice that engaged students in their learning. An agreed approach to early learning at St Paul's inline with the recommendations of the Early Learning Working Party as well as a number of intervention strategies also contributed to improvement in all infants grades.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>St Paul's was able to update its school-wide assessment plan during 2018. Included as part of the review was the implementation of the PLAN 2 recording tool. Students in K-2 were entered onto PLAN 2 and their progress monitored and updated each term. St Paul's teachers were able to use the data from the Literacy and Numeracy Progressions on PLAN 2 to plan, assess and report on the students progress. The data collected was then used to inform the future learning plans for these students. PLAN 2 and the progressions were then introduced to all staff including those in years 3-6. The reviewed School-wide Assessment Schedule was adhered to by all staff and during collaboration meetings the school's PLT's used the quality data derived from the schedule to guide planning and interventions.</p>	<p>A key priority of our Literacy and Numeracy Action Plan will be a measurable improvement in learning outcomes and growth for all students in Years 1-6 particularly in the areas of reading (understanding texts) and quantifying numbers. This goal will be at the forefront of all our thinking and will be a key feature of our Professional learning team meetings. For Kindergarten the focus in literacy will be slightly different, with development of phonological awareness seen as the priority.</p> <p>PD in 2019 will focus on building teacher capacity in high yield instructional strategies for both literacy and numeracy concentrating on practices that are proven to make the biggest difference to the learning.</p> <p>Progress in this area, though the responsibility of all staff, will be driven by the executive and the school's Leader of Learning.</p>

<p>The employment of a Leader of Learning as well as designated support staff allowed for the continuation of MiniLit interventions for Tier 2 Year 1 students and selected Year Two students. These interventions bore fruit with all the students involved in the program showing greater than expected. We were also able to establish and implement effective Mathematics interventions for Tier 2 Year One students throughout 2018. In addition to these programs in the infants grades Tier 1 interventions in the primary classes resulted in a decline in the number of students in years 3 and 5 who were below the National Minimum standard.</p>	<p>During 2019 St Paul's is seeking a measureable improvement in student behaviours. We will be reviewing all of our policies, procedures and programs relating to Pastoral Care, Well-Being and Discipline. Included in the review will be the establishment of agreed expectations on class routines and practices throughout the school. As a school we are committed to professional learning that will build teacher capacity in managing challenging behaviours within the classroom. We will also be conducting PD on behaviour and Zones of Regulation. New programs which will be introduced to support our efforts including Peer Support and Rainbows.</p> <p>We will be using the Chronicle aspect of the Compass management system to record and monitor progress across the school.</p>
<p>During 2018 St Paul's worked to enhance Parish and school links through participation in a Staff Commitment Mass and morning tea. We also sent invitations to school celebrations encouraged parish volunteers for our school garden and chess club. Our MiniVinies group was also active within the parish and wider community, increasing their visits to the nursing homes and their visibility within the parish. Members of the Parish and wider community were also involved in the planning of the Sleepout with some of them throwing their support being the project either by attending the event or donating towards it.</p>	<p>St Paul's is committed to authentic leadership opportunities for all staff to build capacity and sustainability across all domains. The school will seek to create systems and structures to support the growing leadership of individuals within Professional Learning Teams. The school will ensure this occurs by funding and resourcing the teams and providing them with the knowledge and the time needed to be able to operated effectively. Members of the school executive will be assigned to each PLT to variously lead and advise the groups and to act as mentors for the individuals within the group. Individuals from the PLT's and the staff in general will be encouraged to be involved at exec meetings and in the decision making processes within the school.</p>

## Academic Achievements

St Paul's received commendation from ACARA for its results in the National NAPLAN testing in 2018. The special commendation was a testimony to the hard work and dedication of everyone in the St Paul's community.

For the first time St Paul's participated in the Tournament of Minds Competition. St Paul's entered two teams comprising students from grades 3-6. The stunning performance of one of its teams in the regional event in Newcastle saw the school win its way through to the State finals in Sydney. The team acquitted itself very well in a highly competitive competition and were a great credit to the school.

The students also took part in the University of New South Wales competitions with a number achieving High Distinctions, Distinctions and Credits.

## Cultural achievements

St. Paul's prides itself on the opportunities it provides students to explore an array of extra curricula activities..

St Paul's students continued to be heavily involved in debating and public speaking during 2018 with individuals and teams winning regional events and making it to Diocesan Finals. 2018 saw the expansion of a comprehensively equipped music room and the employment of a specialist music teacher also saw St. Paul's catering for those interested in learning another language by again offering Japanese for students in grades one to six.

In addition to their regular lessons students had the opportunity to extend themselves as part of the school's Rock Band program, school choirs and by accessing the specialist instrumental tuition on offer.

## Sporting achievements

In 2018 St Paul's continued its tradition of providing sporting opportunities for all its students. Students represented the school in a variety of sport disciplines such as athletics, swimming, rugby league, union, netball, tennis, soccer, cross country and many others which continue to be a feature of the school. Our Rugby League and Rugby Union Teams played with great success in Catholic and Regional Competitions. A highlight for our Netball teams was the Sydney CPS Carnival where two of our teams won their respective divisions.

We offer all of these sports as both internal and external programs, giving students the chance to develop their skills as well as to compete at a representative level. The school also invited a number of external providers to supplement its PDHPE. The most comprehensive program in 2018 was run by the local basketball association.

## 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	70.50%	75.70%	11.40%	8.70%
	Writing	70.50%	71.70%	15.90%	10.00%
	Spelling	72.70%	69.60%	20.50%	12.50%
	Grammar	68.20%	73.10%	25.00%	11.30%
	Numeracy	56.80%	66.80%	15.90%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	69.20%	65.50%	19.20%	12.80%
	Writing	42.60%	43.70%	16.70%	23.40%
	Spelling	72.20%	63.90%	14.80%	13.50%
	Grammar	59.30%	64.40%	13.00%	14.30%
	Numeracy	46.20%	57.50%	19.20%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	27
II. Teachers at Highly Accomplished/Lead	

### Workforce Composition

Number of Staff	
Total teaching staff	27
Total non-teaching staff	17
Grand total	44
Percentage of teachers who are indigenous	0

### Teacher Attendance

96%

### Teacher Retention

95%

### Professional Learning Undertaken

St Paul's staff attended the Diocesan Teaching and learning Conference in 2018. Staff were involved in a number of learning opportunities ranging from Pastoral Care and Well-Being to specialist curriculum areas. The staff also spent time in professional learning in areas of behaviour management.

Individual staff undertook training in a wide variety of areas including: Data Analysis, Managing Aggression, Science, English, History, Gifted and Talented education, Data Analysis, Child Protection, Governance, Autism, as well as many others

## 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

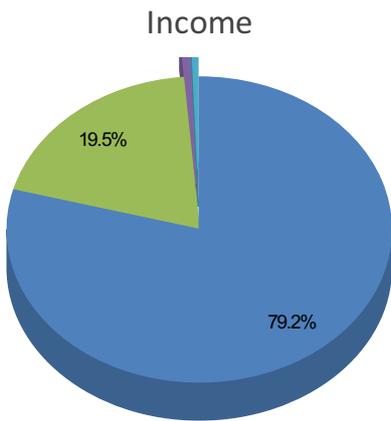
Parents, families and friends are always included in school events and celebrations. Attendance at formal and informal school functions during 2018 was very high. Parents are invited to be part of the daily routines of school by assisting with reading, library, canteen, uniform shop and sport coaching. 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

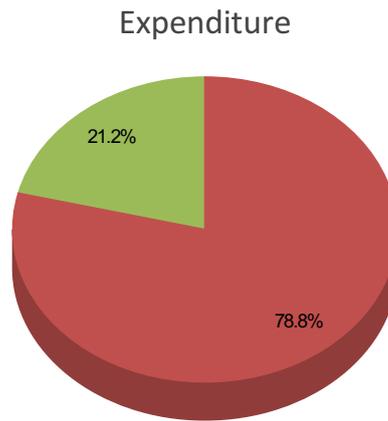
This year we conducted a survey of students in all grades. The survey revealed that the students felt safe in the school and felt supported in their learning. Students in the younger grades expressed that the best thing about school was the teachers. For older students the best thing about the school was their friends. Students overwhelmingly felt that school was meeting their needs. Areas the students identified for improvement included more playing equipment and space. For the vast majority of students coming to school was a totally enjoyable experience.

### Staff Satisfaction

A survey of staff was conducted towards the end of 2018. The survey elicited a wide variety of responses. In general terms the staff were confident that the school was meeting the needs of its students and were happy with the academic, sporting and cultural aspects of the school. The staff were universally positive about the school's Catholic identity. A number of staff reported that they would like greater involvement in the processes for planning for future direction.



- Commonwealth Recurrent Grants (79.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (0.7%)
- Other Capital Income (0.6%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (78.8%)
- Non-Salary Expenses (21.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,215,394
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,039,156
Fees and Private Income <sup>4</sup>	\$38,328
Other Capital Income <sup>5</sup>	\$32,064
<b>Total Income</b>	<b>\$5,339,890</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$483
Salaries and Related Expenses <sup>7</sup>	\$4,086,406
Non-Salary Expenses <sup>8</sup>	\$1,096,571
<b>Total Expenditure</b>	<b>\$5,182,977</b>

For the 2018 year the St Paul's Primary School received \$14,948 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

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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, NESAs, 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 Paul's Primary School**

**RUTHERFORD**

**Phone: 4932 8605**

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