



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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St Josephs Primary School, WINGHAM

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About the Annual School Report

St Josephs Primary School is registered by NESA 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

Principal's Message

I am delighted to present the 2018 Annual School Report for St Joseph's Primary School, Wingham. This report provides parents and members of the wider community with information about school priorities, activities and performances over the past year. It will also highlight our school strengths and future targets for improvement in 2019.

Our strategic goals for 2018 were to focus on our academic performance to ensure that we continue our rigour with professional practice and improving student learning outcomes by targeting numeracy, writing and spelling. One of the ways that we have targeted these areas is through our Flexible Learning Groups and our Professional Learning Community to continually strengthen our collaborative practices. Through the combination of professional development, strategic planning and resourcing we were able to improve student learning and enhance teacher pedagogy.

Through the support of the Catholic Schools Office, St Joseph's has some new rear fencing that enables us to ensure the safety of our students. The school also prioritised painting the Stage 1 classrooms and introducing some new play equipment, such as the pirate ship, mini bus and reading exchange area. This is a wellbeing initiative to ensure that all students have a place to feel comfortable and safe during play times.

Our school has enjoyed great success with achievements in both the cultural and sporting fields. Drama is well and truly embedded in the school curriculum and continues to provide a platform for individual student learning in the Creative Arts area. The students flourish in an environment that provides rich learning activities and opportunities to perform at school and community events, such as Joey's Annual Festive of Arts, Remembrance Day ceremonies and local Eisteddfod's.

As always, our school community has prospered with the strong support of parents, the P&F Association and the wider community. Please join me in celebrating our achievements in 2018.

Emma Timmins

Principal

Parent Body

The P&F meets for approximately one hour a month and is supported by a small group of dedicated parents and staff. As in previous years we held the annual Family Appreciation Night (FAN) where we put on a sausage sizzle as a thank you to the parents and carers who donate their time in various roles and also in the hope that we can encourage new members to the P&F, as either committee members or volunteers. It is also a great opportunity for parents to connect with their children's teachers for that year in a group classroom meeting for a quick overview of the year ahead. During 2018 the P&F held various fundraising activities such as the annual Mother's and Father's day stalls, a Chocolate drive, raffles, and a school Fete. These fundraising activities allowed the P&F to help pay for many extras and have funds to contribute to the school where extra resources are needed. As with previous years we could not contribute these extra funds to the school if not for the help of the P&F members and the parent/family volunteers, so I thank them very much for their continued support. Elise Prosser (P&F President)

Student Body

At St Joseph's Wingham we foster a collective student leadership model which aims to give every Year 6 student the experience of leadership within the school. Leadership is the conduit for personal growth and school improvement. The school formally inducts the whole Year 6 cohort into their leadership roles at the Beginning School Mass. Student leaders are expected to work cooperatively and support their school, taking on and sharing the many responsibilities that go with this role. In 2018 some of our aspiring leaders in Year 5 wanted to respond to our mission of being Stewards of Creation and created the 'Eco Club', with the intent to provide education and opportunities to other students to 'see, act and do'. This club regularly encourages students to recycle and to conserve water and build a culture of response to local and wider issues that affect our environment. Our leaders have developed a range of attributes throughout the year that will continue to set them up as leaders of the future, such as empathy, compassion, self esteem, trust and collaboration.

SCHOOL FEATURES

History of the school

St Joseph's Convent at Wingham was opened for business in 1935. This was founded by the Josephite sisters who used the old wooden church as a school until 1953 when a new church was built. In the 'old' church the altar and classes were separated by a curtain on school days. Infants and Primary grades were taught and until 1961 and three Secondary classes were also conducted. The old church building continued to be a school until the present school was opened in 1974 with an enrolment of 80 pupils.

In 1982 the Wingham convent was closed and became the school administration and library. In both 2001 and 2010 the school underwent significant upgrades including a restoration of the old convent building, the building of new amenities, covered walkways, the new school hall, canteen and a new school library. In 2017 we also saw the opening of our new Kindergarten classroom which was incorporated into the old convent building, which is now our administration area.

Location/Drawing Area

The school is located near the centre of the Wingham Township, nestled on the banks of the beautiful Manning River. Wingham is 12kms east of Taree and 180kms north-west of Newcastle. St Joseph's is a part of the Maitland-Newcastle Diocese.

Catholic Identity and Mission

Catholic Imagination and Spirituality

The St Joseph's Wingham school community acknowledges the Biripi people as belonging to the land on which this school now stands. There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is important in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of St. Joseph. Our school vision statement promotes St Joseph's as a learning community that seeks to make a positive impact on society through the work we do with students, through quality teaching and through a vision of life centred on Jesus. The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and feast days, such as Mother's day, Father's Day, Grandparent's Day, NAIDOC etc. In 2018 we have also begun to incorporate 'Making Jesus Real' into the everyday language and approaches with our positive behaviour system to ensure that Jesus is real in the hearts and lives of our students.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham. Major feast days are often celebrated with the parish and school joining together for Friday mass. The school also works in close partnership with the Parish Initiation Team with our Acting AP, Adam Buchtmann, Acting REC, Michael Wickham and Pastoral Care Worker, Joanne McEwen providing an important link between parish and school, especially for those students preparing to receive the sacraments. Regular communication is ensured via planned meetings between priest, Principal and REC and through representation on the Parish Pastoral Council.

Christian Discipleship

School staff participated in an overnight retreat experience this year taking the opportunity to explore more deeply their ministry in Catholic schools and discern the Pope's encyclical, 'Laudato Si'. The retreat provides brings solitude and community, as well as opportunity for intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important to developing a faith culture in our school. Shared prayer experiences are a natural extension of this.

Religious Education and Curriculum

The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K – 12 Religion syllabus. The syllabus has four major strands which are: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. Teachers develop units of work based on each of these strands for use in their class learning program. Teaching staff took part in a number of professional development opportunities offered by the Catholic Schools Office and also by the Manning region of Catholic Schools in 2018. These covered topics including the teaching of religion, prayer, Making Jesus Real and personal faith development. Teachers also incorporated a Catholic Dimension statement within all programmes to highlight Catholic identity as integral to all key learning areas of the curriculum. Liturgy and prayer is a distinguishing feature of the cultural and faith life of our school and information on these can be accessed via the school website. –Michael Wickham, Acting REC

Initiatives Promoting Respect and Responsibility

Staff and students coordinated and conducted various social justice events in 2018 to demonstrate how important it is to reach out to others, locally, nationally and globally and to foster a sense of respect and dignity for all under the guiding ethos of the Catholic Social Justice Principles. Throughout the year we provided students with various opportunities to put into action the guiding vision of St Mary of the Cross MacKillop of "never see a need without doing something about it". The students supported the Caritas Australia Project Compassion appeal during Lent. This type of appeal empowers our students to contribute to social change, at a global level. We also supported various other social justice causes, such as donating to the drought appeal through the Hay Bale Runners, food and clothing donations for the Winter appeal to Vinnies and Christmas boxes for overseas outreach. Students proved to be very creative in their approaches to these various fundraising causes. Our students also participated in cultural awareness activities that promote respect for all.

Student Profile

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

LBOTE*	SWD*	Indigenous
1	20	12

*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	17
Year 1	12
Year 2	17
Year 3	17
Year 4	25
Year 5	22
Year 6	18
Total	128

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
89	93	93	94	95	94	95	93

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

Student Welfare Policy

St Joseph's implements a Pastoral Care policy to ensure a safe and secure environment for all students. We recognise that positive relationships are important in achieving and maintaining a happy and productive school environment. The Year 6 students support kindergarten students through an established Buddy Program called "The Early Birds Program". The school also operates the Seasons for Growth program which is designed to assist children in dealing with grief issues associated with loss or separation experiences. Our Pastoral Care Worker, Joanne McEwen and staff are trained companions and they are responsible for facilitating the Seasons Program. A full copy of the Pastoral Care policy can be obtained by contacting the Principal.

Discipline Policy

The school implements its own policy on managing student behaviour structured around the Positive Behaviour Support (PBS) program. The policy is our attempt to reinforce positive behaviour, clarify procedures and ensure fair process and just outcomes. The policy's framework provides a pathway for developing better understandings and agreed positions concerning behaviour within the school community. The framework was built through facilitated conversations involving teachers, parents and students. A full copy of the text of this policy as well as relevant information regarding procedural fairness can be obtained by contacting the Principal.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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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 Josephs Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

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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

2018 was St Joseph's second year as part of the State Action Plan aiming to improve student outcomes for students in K-2 in Literacy and Numeracy. In response to this project we continued the appointment of Leading Teacher, Carolyn Long to work with staff to improve pedagogical practices through research and professional development; appointment of intervention teacher, Christie Downie to work in response to maths gaps or misunderstandings; and appointment of Gifted mentor, Kate Monkley to work with gifted students. As a whole staff our focus areas of improvement were:

1. Improvement in writing persuasive texts using the 7 Steps for Writing process, focussing on audience, text structure and ideas, for students in Kinder to Year 6.
2. Continuation of Professional Learning Communities and Flexible Learning Groups in Number & Algebra for K-6 and the introduction of Spelling & Guided Reading for Year 1 & 2.
3. Improvement in spelling mastery, focussing on whole school approaches to terminology, teaching strategies and resource tools, such as THRASS.
4. Collection, collation and use of data to improve student outcomes.
5. Providing learning opportunities for targeted Gifted students.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Improvement in writing persuasive texts using the 7 Steps for Writing process, focussing on audience, text structure and ideas, for students in Kinder to Year 6.</p> <p>Persuasive writing was the focus to improve writing in 2018 using the 7 steps for writing activities and specific strategies through Sizzling starts, Ordering Ideas, Tightening Tension, and Dynamic Dialogue. Teachers aligned their practices to ensure a consistent approach was being taught in text structure, ideas and audience. To track student progress, students had a pre and post writing sample to highlight gains, reflect upon practices and to inform responses in 2019 in programming and practices. Key results were that 92% of students in K-6 made improvements in all 3 focus areas.</p>	<p>To improve our students' ability to write varying forms of texts, by focussing on audience, ideas, text structures and spelling. Students will develop skills on how to successfully transfer their key learning and skill acquisitions of spelling rules and functions to within their writing. Targeted professional development will be provided to assist with this transference of skills by students to enhance their writing.</p>

<p>Improvement in spelling mastery, focussing on whole school approaches to terminology, teaching strategies and resource tools, such as THRASS.</p> <p>To improve upon pedagogical knowledge and practices Dr Tessa Daffern, Spelling consultant was employed to work with staff and to provide a full day professional development opportunity. From this arose the establishment of agreed terminology and practices to be used within classrooms to improve student outcomes. SMART goals were written by each PLT as well. Resources were purchased for each classroom to use as a visual tool to support students.</p>	<p>Continue to focus and improve upon professional learning team structures and processes to not only focus on Numeracy but begin to incorporate professional discussions and responses in relation to Literacy, specifically reading and writing.</p>
<p>Providing learning opportunities for targeted Gifted students.</p> <p>Throughout the year students have had the opportunity to be identified and nominated for a Gifted Creative Arts workshop at St Clare's High School, Taree in the areas of drama, singing, visual arts or musical instruments, which was led by Anna Kerrigan, ASPIRE Director; participate in Maths Olympiad from T2 to T4; participate in a Creative Writing workshop in Newcastle; or participate in a STEAM video conference trial with nominated students from other Manning region schools by responding to a problem through design and production. The school also appointed Ms Monkley as Gifted Educator, 1 day per fortnight to mentor students and guide them through different processes to find their strengths and aspirations, as well as provide resourcing to staff for in class use.</p>	<p>2019 will see the inclusion of St Joseph's, Wingham into the Manning GEL with the appointment of a Gifted Education Mentor (GEM) to oversee this project to enhance accessibility and programs for gifted students. Initiatives will include:</p> <ul style="list-style-type: none"> ■ 0.2 allocation for the Gifted Education Mentor (GEM) at each Gifted Education Lead School (GELS) ■ Professional Learning for new Gifted Education Committees ■ Professional Learning for GEMs each term (networking days) ■ Implementation of CogAT testing and analysis of data ■ Professional Learning from specialists Dr Karen Rogers and Bronwyn MacLeod ■ An ongoing initiative and engagement for students to access the Virtual Academy

Academic Achievements

As a school community we value academic excellence and accept the task of providing the best possible education for our students, giving emphasis to the literacy and numeracy skills needed for life and learning. We have continued our Professional learning community to collaborate effectively with each other to improve our students learning in these areas, as well as Flexible learning groups in Number & Algebra for Year 1 -6. This year saw the initiative of Year 1 & 2 teachers to introduce the structure of flexible learning groups for both spelling and guided reading as well. These have all been supported by ongoing professional development for all teaching staff. The schools academic program is enhanced by a number of enrichment activities, such as the Diocesan Religious Education test; NSW University Assessments in Maths, English, Science & Technology and Computers; Gifted Creative Arts workshops; STEAM video conferencing project; Drama (JAFA) evening; Book Week; Makerspace Club; Gifted Creative Writing workshops; Maths Olympiad; Year 5 & 6 leadership days; and Public speaking events. We thank all of our teachers for their commitment to improving learning opportunities for our students.

Cultural achievements

St Joseph's offers a solid creative arts program, particularly in the area of the dramatic arts. Each year St Joseph's hosts Joey's Annual Festival of Arts (JAFA) which is now in its nineteenth year. The purpose of JAFA has always been to expose students to the benefits of drama and each year the event showcases the talent of our children who impress us with their ability and creativity. The drama program our school offers is an empowering experience for students, and develops skills and confidence that are beyond the classroom experience. The program provides a continuum from Kinder to Year Six that builds not only the performance skills of each student, but critical team values, and also those broader factors relating to confidence, self-worth, and indeed sheer enjoyment associated with school. Other opportunities for students are to be a member of the school Choir or Gifted education days, such as Creative Arts. Our school choir came 1st place this year in the Small School section at the Taree Eisteddfod.

Sporting achievements

We are proud of the sporting opportunities offered and the many achievements gained by students in 2018. The school successfully received grants from the government to run sport program aimed to provide both balance and variety across the four school terms offering Tennis, Cricket, Golf and Athletics. Following the school's swimming carnival we had a large number of students selected to represent at the Manning Catholic Schools Swimming Carnival held in Gloucester. The school Cross Country Carnival was held in Term 2 and we had students represent St Joseph's at the DIO level. The school Athletics Carnival was held in Term 2 and a student squad was selected to compete at the regional athletics carnival in Tuncurry and at the diocesan carnival in Newcastle. Students also attended gala days for Year 3-6 in soccer and cricket. We are fortunate to have such a committed group of teachers and parents that enable opportunities for our students to compete at this level.

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	64.30%	75.70%	14.30%	8.70%
	Writing	57.10%	71.70%	21.40%	10.00%
	Spelling	78.60%	69.60%	14.30%	12.50%
	Grammar	71.40%	73.10%	14.30%	11.30%
	Numeracy	76.90%	66.80%	7.70%	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	55.60%	65.50%	16.70%	12.80%
	Writing	38.90%	43.70%	22.20%	23.40%
	Spelling	66.70%	63.90%	11.10%	13.50%
	Grammar	61.10%	64.40%	22.20%	14.30%
	Numeracy	55.60%	57.50%	16.70%	14.10%

Staffing Profile

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.	10
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	10
Total non-teaching staff	8
Grand total	18
Percentage of teachers who are indigenous	0

Teacher Attendance

Teacher attendance was at 97% in 2018.

Teacher Retention

The teacher retention for 2018 was 99%, with one staff member of leave for the year.

Professional Learning Undertaken

In accordance with the school improvement plan professional development courses were offered at the school level in the following areas: Continuum of School Improvement (COSI); National School Improvement Tool (NSIT); Contemporary Approach to Spelling (Dr Tessa Daffern); 7 steps for writing success; Gifted Education; Leadership; NAPLAN online; Child Protection; Governance; Lesson observations and feedback; NAPLAN analysis; CPR; Emergency e-care; Anaphylaxis; Learning Progressions; Digital Technologies; Making Jesus Real; Effective Writing; COMPASS; The Importance of Transitions; Multi-tiered Interventions; Creating Texts; and WHS Online.

Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

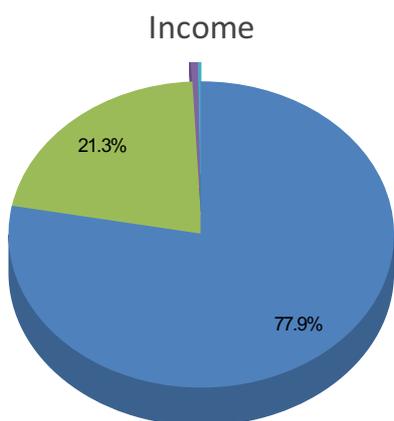
Parents acknowledge the school is friendly, supportive and community orientated. Attendance at liturgies, masses and numerous other school events indicated a high level of support from parents and grandparents in the school. Teachers at St Joseph's are very approachable and generous with their time ensuring 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. The school also welcomed feedback from parents through Parent forums and surveys.

Student Satisfaction

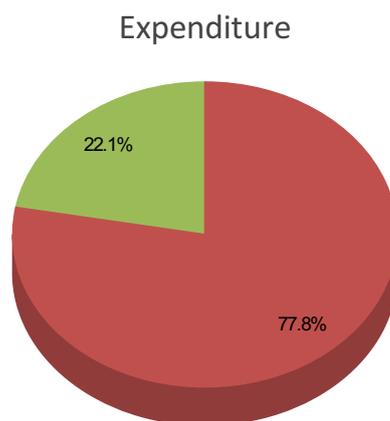
Specific student responses indicated that St Joseph's is a safe place to learn where they feel respected. They enjoy appropriate and good relationships with teachers who care about them. Students also are happy about the social justice programs and fundraising offered by the school and enjoy the facilities offered eg computers, sport and cultural opportunities.

Staff Satisfaction

Staff are active participants in school life and extracurricular activities. Staff willingly participate in a range of professional development courses throughout the year. Staff value and demonstrate positive relationships with parents and the wider community.



- Commonwealth Recurrent Grants (77.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.3%)
- Fees and Private Income (0.6%)
- Other Capital Income (0.2%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (77.8%)
- Non-Salary Expenses (22.1%)

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 ¹	\$1,646,581
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$449,480
Fees and Private Income ⁴	\$11,704
Other Capital Income ⁵	\$5,139
Total Income	\$2,113,877

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$148
Salaries and Related Expenses ⁷	\$1,616,585
Non-Salary Expenses ⁸	\$459,841
Total Expenditure	\$2,076,426

For the 2018 year the St Josephs Primary School received \$973 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, 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 Josephs Primary School

WINGHAM

Phone: 6553 4774

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