



**St Joseph's Primary School,  
WINGHAM**

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## About the Annual School Report

St Joseph's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

I am delighted to present the 2016 Annual Report for St Joseph's Primary School, Wingham. This report provides parents and members of the wider community with information about school activities and performances over the past year. It highlights our school's strengths and also allows us to set targets for improvement during 2017.

Our school has enjoyed great success with achievements in the academic, cultural and sporting fields. Drama is well and truly embedded in the school curriculum and provides a creative springboard for learning and achievement each year. The students flourish in an environment that provides rich learning activities and the opportunity to perform at school events, such as Joey's Annual Festival of Arts.

St Joseph's Wingham received a small grant which enabled us to continue the development of our 'School Improvement Plan' by aligning with our educational vision, to guide and focus us on what we wanted to accomplish; which was 'to improve student learning in Mathematics by engaging them in flexible learning that meets and extends upon their own levels of learning'. Therefore, we continued our Professional Learning Community and Flexible learning group initiatives, which not only strengthened our staff collaborative practices but continued to foster skill development and growth of our students in the area of Maths. Through the combination of professional development, strategic planning and resourcing we were able to improve student learning and enhance teacher pedagogy.

As always, our school community has prospered with the strong support of parents, the P & F Association and the wider community. Please join with me in celebrating our achievements in 2016.

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 out 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 2016 the P&F held various fundraising activities such as the annual Mother's and Father's day stalls, the Cadbury Chocolate drive and the JAFa raffle, enabling the P&F to purchase a new Sunshade tent for school events and have funds left over to help with resources needed for the new classroom.

As with previous years we could not help the school with these purchase if not for the help of the P&F volunteers, so we thank them very much for their continued support.

Jenny Bryant (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 the role. It is an interesting fact that while most Australian schools focus on reducing bullying and developing school culture, they look to promoting student leadership as one of the key strategies. Research shows that student leaders share three personal characteristics that make them less likely to be subject to harassment: i.e. high social skills, empathy and trust, and a healthy self-esteem. The opportunity that leadership gives our Year 6 group will hopefully

lead all students to acquire all of these attributes.

## SCHOOL FEATURES

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### 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.

### 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

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### 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 important liturgical celebrations and feast days, as well as events such as Mother's day, Father's Day, Grandparent's Day, NAIDOC etc.

### 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 the school regularly joins together for Friday mass. The school also works in close partnership with the Parish Initiation Team with our AP, Shae Lapi-an, Acting REC, Laura Slattery 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 explore the meaning of the Sabbath. The retreat promotes a time to unwind, a time of Sabbath focussing on rest, renewal, reconciliation, 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 in 2016. These covered topics including the teaching of religion in light of new Stage 2 units, prayer, spirituality, religious literacy and personal faith development. 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. –Laura Slattery, Acting REC

### Initiatives Promoting Respect and Responsibility

Staff and students coordinated and conducted various social justice events in 2016 to demonstrate how important it is to reach out to others, locally, nationally and globally and foster a sense of respect and dignity for all. Throughout the year we provided students with various opportunities to put their faith into action. The students supported the Caritas Australia Project Compassion appeal during Lent. This type of appeal empowers our students to contribute to change at a global level. We also supported various other social justice causes, such as donating school necessities to students in Cambodia, food donations and Winter appeal to Vinnies and Christmas Gift 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 for NAIDOC, Harmony and Reconciliation Day, promoting respect for all. We also continued to build community partnerships through our participation in the local ANZAC and Remembrance Day services.

## Student Profile

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

| LBOTE* | SWD* | Indigenous |
|--------|------|------------|
| 0      | 16   | 14         |

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

### Enrolment policy

St Joseph's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K               | 18                 |
| Year 1          | 19                 |
| Year 2          | 22                 |
| Year 3          | 26                 |
| Year 4          | 22                 |
| Year 5          | 16                 |
| Year 6          | 15                 |
| Total           | 138                |

### Student Attendance - K to 6 - PDF

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

| K     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | School Average |
|-------|--------|--------|--------|--------|--------|--------|----------------|
| 95.95 | 93.7   | 93.7   | 94.33  | 90.89  | 94.26  | 93.38  | 93.94          |

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.



## Pastoral Care and Wellbeing

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### 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.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

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

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

# School Improvement

## School Improvement Plan

At St Joseph's our data indicated to us that we needed to make some adjustments in our whole school approach to student learning to improve results in our NAPLAN and whole school diagnostic testing. We believed that to achieve this we needed to continue to development our professional development and increase our capacity to enhance our students' learning by investing in a collaborative approach, which allowed all staff to take ownership of our students learning. Our focus areas of improvement for 2016 were:

1. Improvement in Maths understanding and applications from Kinder to Year 6, specifically Number & Algebra
2. Continue to implement and maintain a Professional Learning Community culture
3. Improvement in reading for fluency, reading to decode and reading to understand
4. Providing learning opportunities for targeted G&T students

## School Academic Priorities

| Key improvements achieved this year  | Key improvements for next year  |
|--|---|
| <p>Improvement in Maths from Kinder to Year 6, specifically Number &amp; Algebra</p> <p>To facilitate improvements in the area of Maths: Number &amp; Algebra school based decisions were made to continue stream lining our approaches to learning and teaching Maths through the collaborative process of Professional Learning Communities. 'Flexible Learning Groups' were utilised and commitments were made by all staff to adhere to this structural process for educational success. An important part of this process was through reflecting upon and re-establishing norms, common mathematical language, pre- and post- testing, essential learnings and regular intervention for our Tier 2 &amp; 3 students. Part of the School Improvement Funding went to employing a teacher to implement intervention with both Infants and Primary students, based upon post testing results. Data was collected throughout the year to review student progress to establish future growth and learning directions. At the end of 2016 data indicated that we reduced our percentage of students below the average by 5% and will continue to focus on this again in 2017.</p> | <p>To improve our students understanding and application in Number and Algebra from Kinder to Year 6 by continuing to maintain and grow our Professional Learning Community culture in 2017 and beyond.</p> |

|   |  |
|---|--|
| <p>Establish a Professional Learning Community</p> <p>St Joseph's Wingham established a Professional Learning Community comprising of two Professional Learning Teams. We established an Infants (K-Yr2) PLT and an Primary (Yr 3-6) PLT with the goal to work collaboratively together to achieve our shared educational vision in the area of Mathematics: Number &amp; Algebra. Different structures and processes were put in place to allow PLCs to become an engrained part of our school culture and to continually improve upon what we were implementing. To help with the facilitation and further professional understandings of the PLC process we employed a coach who is a specialist in the area of PLCs. Staff willingly undertook various professional development opportunities to increase their knowledge and understandings. As a result of the implementation of PLCs, there has been a shift in the school culture from 'my students' to 'our students' which has encouraged further collaboration amongst staff and increased confidence levels amongst students in the area of Number &amp; Algebra.</p> | <p>To improve our students ability to write varying forms of texts, focussing on spelling, ideas and text structures.</p>  |
| <p>Providing learning opportunities for targeted G&amp;T students</p> <p>St Joseph's Wingham aimed to gain a better understanding about what Gifted Education actually means and how it may look in our school. This resulted in various staff attending professional learning, as well as having a Regional focus to explore Maths and Gifted Education. Opportunities were given to nominated students throughout the year to attend a Maths extension session at St Clare's High School, participate in a Maths extension group at school with LST and participate in an Art workshop. Our data collection was also reviewed to allow for the identification of students and their areas of strength, on a more regular basis. This will continue to be a future direction for St Joseph's in 2017.</p>  | <p>Focus on providing quality learning opportunities targeting Gifted students by firstly understanding clearly what this means and then to implement into school life at St Joseph's Wingham.</p> |

## 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 required for both learning and life. Together we developed a shared educational vision that states "at St Joseph's Wingham students will be engaged and confident learners working flexibly to firstly meet and then extend upon their own levels of learning". The introduction of 'Flexible Learning Groups' within the Number & Algebra strand of Mathematics has allowed us to collaboratively plan, teach and assess each student's proficiency in all areas so that students have clear expectations and goals for their own learning. This has been supported by ongoing professional development for all teaching staff. The school's 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 Art workshop; Drama (JAFA) evening, Book Week and the Diocesan Public Speaking competition. (At which three students represented the Manning at Diocesan level). In 2016 we participated in the Manning Region Year 6 Leadership Day which focussed on 'Alone we shimmer, together we shine' to expose our student leaders to different types of leaders, how to aspire to being a leader, and collectively together we have more strength. We thank all

of the 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 seventeenth 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. This 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 School Band.

### Sporting achievements

We are proud of the sporting opportunities offered and the many achievements gained by students in 2016. The school sport program aimed to provide both balance and variety across the four school terms offering touch football, basketball, rugby league and hockey. 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 sixteen 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. St Joseph's was again the host school for the Manning Catholic schools Netball Gala Day which was held in Term 3. 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 2016 |          | % of students in the top 3 bands |           | % of students in the bottom 2 bands |           |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |          | School                           | Australia | School                              | Australia |
| Year<br>3           | Reading  | 50.00%                           | 49.40%    | 13.64%                              | 13.30%    |
|                     | Writing  | 45.45%                           | 48.80%    | 9.09%                               | 8.10%     |
|                     | Spelling | 31.82%                           | 46.40%    | 9.09%                               | 14.20%    |
|                     | Grammar  | 40.91%                           | 52.50%    | 22.73%                              | 11.40%    |
|                     | Numeracy | 36.36%                           | 35.60%    | 13.64%                              | 15.20%    |

| NAPLAN RESULTS 2016 |          | % of students in the top 3 bands |           | % of students in the bottom 2 bands |           |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |          | School                           | Australia | School                              | Australia |
| Year<br>5           | Reading  | 25.00%                           | 35.30%    | 31.25%                              | 17.30%    |
|                     | Writing  | 12.50%                           | 17.20%    | 18.75%                              | 19.90%    |
|                     | Spelling | 6.25%                            | 29.80%    | 18.75%                              | 19.00%    |
|                     | Grammar  | 37.50%                           | 36.30%    | 12.50%                              | 16.80%    |
|                     | Numeracy | 18.75%                           | 28.30%    | 37.50%                              | 18.30%    |

## 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). | 9               |
| 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                      | 9  |
| Total non-teaching staff                  | 6  |
| Grand total                               | 15 |
| Percentage of teachers who are indigenous | 0  |

### Teacher Attendance

96%

### Teacher Retention

The teacher retention rate for 2016 was 100%, with one staff member on 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); The NSW Geography & Science Syllabus; Mathematics strategies; Gifted Education; Non-violent crisis intervention; Women in Educational Leadership; Due Diligence, Understanding the numeracy continuum; Religious education; Core behaviour management skills; Governance; Observation & Lesson Feedback; Strategic Planning; For, As & Of learning; Proficiency Scales; Curriculum Differentiation; NAPLAN Analysis; Child Protection; Early Learning; One Note; Risk Mapping; CPR; Anaphylaxis; Professional Learning Communities; and Executive Development Leadership Training; .

## 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 acknowledge the schools 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.

### Student Satisfaction

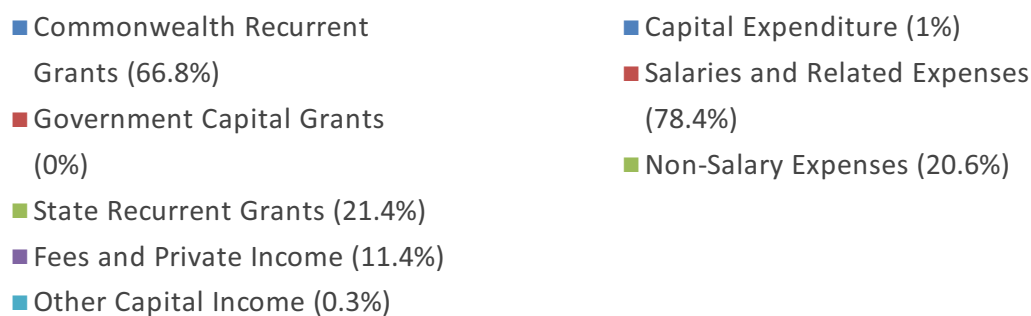
Specific student responses indicated that St Joseph's is a safe place to learn where they feel respected. They enjoy appropriate and good relationships with teachers who care about them. Students also are happy about the social justice programs and fundraising offered by the school and enjoy the facilities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

### Staff Satisfaction

Staff are active participants in school life and extra curricular activities. Staff indicated a willingness to participate in a range of professional development courses throughout the year. Staff value and demonstrate positive relationships with students and members of the school community.

## Income

## Expenditure



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

| RECURRENT and CAPITAL INCOME               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1,141,468        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$366,447          |
| Fees and Private Income <sup>4</sup>       | \$195,580          |
| Other Capital Income <sup>5</sup>          | \$5,118            |
| <b>Total Income</b>                        | <b>\$1,710,428</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$16,604           |
| Salaries and Related Expenses <sup>7</sup> | \$1,280,766        |
| Non-Salary Expenses <sup>8</sup>           | \$335,745          |
| <b>Total Expenditure</b>                   | <b>\$1,633,115</b> |

For the 2016 year the St Joseph's Primary School received \$1,815 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, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Timmins Emma**

**St Joseph's Primary School**

**WINGHAM**

**Phone: 6553 4774**

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