



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Joseph's Primary School, DUNGOG

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About the Annual School Report

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

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

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

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

Messages from Key School Bodies

Principal's Message

As Principal of St Joseph's Primary School Dungog, I am pleased to present the Annual Report for 2015. St Joseph's is a contemporary school it is steeped in the traditions of the schools' founders, the Sisters of St Joseph. The school motto is "God is Love" and this is both a reminder and a challenge to us all. We work in partnership with all stakeholders involved in the life of our school - the students, parent body, staff, parish and members of the broader community. The school motto is embraced in the Christian values we aspire to in the life of the school including our concern for each individual and our involvement in our local and wider community. St Joseph's is proud of its contribution to the life of the local community and is also grateful for the level of support it receives from the local community & other agencies.

The key focus of all activity at St Joseph's is the children placed in our care. As a staff, we have endeavoured to ensure that all aspects of student learning have been catered for during the 2015 school year. To this end, all staff have ensured that the task of preparing and presenting lessons, activities and experiences catered for the diverse needs of our students in each of the key learning areas. Staff availed themselves of appropriate opportunities to further their professional understandings by their attendance at a wide variety of professional development seminars, online courses and workshop activities - both within & beyond the school environment.

In 2015, the school also endeavoured to ensure that students were exposed to a wide variety of learning, sporting and cultural opportunities - in order to expand on their learning environment as well as their strengths and areas of interest. To this end, the students had many opportunities to promote their giftedness & talents - utilising a wide variety of activities - academically, socially, on the sporting field, through the Arts and through exposure to a wide range & variety of resources to develop these gifts. Our students were involved in numerous activities at the local, regional, Diocesan and state level. The leaders of our school experienced a variety of activities to develop their leadership qualities. In addition, each class experienced a variety of excursions and incursions to broaden their understandings in the key learning areas. The senior classes travelled to Canberra as part of their studies on our Government structures.

The parent body of St Joseph's is a dedicated group of parents - who have been tremendously generous in their support of the school. This was brought to the fore in 2015 with the parent body funding and providing the labour force to construct a multi - purpose basketball court for the children to utilise on a daily basis.

2015 was a year of tremendous achievement both in and outside of the classroom at St Joseph's. I thank all involved in the achievements of our school in 2015.

Parent Body

The P & F of St Joseph's had a very successful year in 2015. The P & F organisation has flourished with a small, but hard – working group of parents who have worked well as a group and achieved considerable success in a variety of activities. A number of fundraising activities were conducted to raise money for the ongoing development of classroom, IT and Library resources.

The P & F has run a very successful School uniform shop which provides all clothing items at affordable prices for the parents of our school. Members of the parent body of the school have also regularly committed themselves to the support of the school with voluntary assistance in the classrooms, in the canteen, at sporting activities and in a wide variety of other activities – both in and for the school.

In 2015, additional activities organised by the P & F for the students included a school disco, Easter Raffles, Mother's Day & Father's Day stalls. A very successful Dungog Horse Sports Day was also held & the catering for this event was the responsibility of the St Joseph's P & F. This event has now become the major fund – raising activity for the school P & F each year. Families from far and wide travel to Dungog for this sporting activity. It has provided the school community with an opportunity to work in conjunction with other local agencies towards the promotion of the town as a centre for sporting activity and local group activity.

Undoubtedly, the highlight of the year for the P & F was the preparation - leading ultimately to the construction of the new Basketball Court on the school playground. The construction of the court was an outstanding effort involving a large cross - section of the school and local community along the way. The court was completed at the end of Term Three and allowed the children to utilise the court from the beginning of Term Four in a wide variety of activities.

We look forward to supporting the school again in a variety of different activities again in 2016.

Student Body

In 2015, we had an exciting year as the students of St Joseph's. As the leaders of the school, opportunities were provided for us to develop our leadership skills as representatives of the school. We took part in a young Leaders Day at Lochinvar – where we had the opportunity to listen to and ask questions of a wide variety of Church, business and community leaders. We were also able to meet the leaders of other schools like our own during the day. In addition, we attended and participated in the Catholic Schools Week Mass in Newcastle along with leaders from each of the Catholic Schools of the Diocese and celebrated by Bishop Bill Wright and a number of priests of the Diocese.

We were also fortunate to represent the school at a variety of sporting activities throughout the Diocese in a variety of sports including Swimming, Athletics and Cross – Country. A number of students also had the opportunity to try out for various summer and winter sports teams at Regional trials throughout the year. We also represented our school at various cultural activities, parish and local functions – eg ANZAC and Remembrance Day services, and we welcomed a variety of visitors to our school throughout the 2015 school year.

The Year Six class of St Joseph's was much larger than normal in 2015. As a class, we decided to conduct several fundraising activities in order to purchase an appropriate memento of our years at St Joseph's. Many of us started school in Kinder at this school. We were able to save for and present a lovely timber seat - made from local timber to the school. We hope that it will be well used and remind all students for years to come of the wonderful school we have been fortunate to be a part of. We would like to thank all the staff and fellow students of St Joseph's over our time at this school and wish the school all the best for the future.

SCHOOL FEATURES

History of the school

The Sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst – where they were founded in 1875. Within the next few years, they had established convents throughout the whole Diocese - including Dungog in 1888. On Saturday, November 24th of that year, four Sisters of the Order of St Joseph arrived in Dungog. Catholic Schooling commenced in Dungog just two days later. Catholic schooling has continued for over 125 years since these pioneering Sisters commenced the education of students in the Dungog area all those years ago

Since its foundation in the 1880's, the St Joseph's School has grown at a steady pace. Additions and renovations to the present site were made in 1913, 1923, 1952,1976 and more recently in 2006 -7 & again in 2010. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year, but the school maintains close links with the Sisters & with the traditions engendered into the very fabric of the school for over 125 years. Historical memorabilia, artistic portrayals and Historical documents and records are maintained in the Parish Hall, School and Presbytery.

Location/Drawing Area

St Joseph's Primary School is located at 49 Brown Street in Dungog. The school playground borders Abelard Street to the west. The school is nestled between the St Mary's Hall to the east and St Mary's Church to the west. It is centrally located as it is less than two blocks from the main street of Dungog – ie Dowling Street. The student population of Dungog is drawn from a wide area -including Dungog township, Clarence Town, Salisbury, Gresford, Stroud, Stroud Road & the Vacy areas.

St Joseph's Dungog is a feeder school to St Peter's in Maitland.

Catholic Identity and Mission

Catholic Imagination and Spirituality

As a school, the Catholic identity of St Joseph's has been promoted through a variety of prayerful & liturgical and prayerful activities - commencing with the School Prayer each week and appropriate prayers throughout the day.

As a school, significant days were also celebrated with Liturgical celebrations - often by either one class leading the prayer or with a variety of classes taking part. A focus at each Liturgical celebration was on the Musical component - either as a welcome, as part of a significant reflection or as a celebration of the significance of the day. Liturgical celebrations took place in honour of our parents, grandparents, Patron Saint, ANZAC & Remembrance Day and a variety of other topics.

From Term Four, the St Joseph's School Mission Statement was read out and recited at each Monday morning assembly by the school leaders and repeated by our body of students and staff. This helped highlight our understanding of what it means to be a member of the St Joseph's community.

The school foyer and each of the classrooms feature an appropriate Sacred Space to highlight the topical issues and Liturgical season we have been focussing on in the prayer life of the school.

Family, Parish and Diocesan evangelising and catechesis

During 2015, a number of initiatives were initiated to develop the links between school, parish & family at Dungog. School Liturgical celebrations were advertised to the parish community in order to develop closer ties between the parish community and the school community - with all invited to attend.

The children participated in several weekend masses during the year - taking on the roles that have traditionally been conducted by established parish members. At the conclusion of these parish gatherings, the opportunity was presented to have an informal morning tea for all who were available.

Members of the school community also participated in several Diocesan initiatives throughout the school year - representing both the school and parish community in the process. The Catholic Schools Week Mass, Christ Mass, Young Leaders Day & Celebration of the commencement of the Year of Mercy are several examples of this level of involvement - which will be built upon in 2016 & beyond.

Christian Discipleship

The school acknowledges the importance of Religious and faith development programmes for both staff and students. Members of the St. Joseph's staff participated in various retreat / reflection days at different stages of the year and have then shared their understandings / reflections with the staff upon their return.

All staff attended a Staff Spirituality Day in June of this year. The day involved most of regional schools of the Maitland area in mid - June. Several teachers have also participated in Faith development and accreditation opportunities provided through the CSO and through other external agencies. All staff also participated in several Spiritual Reflection afternoons during 2015.

The local township was devastated by floods during April this year. As part of the local initiatives to help and support those deeply affected by the crisis, the school took part in several charity events designed to support and encourage those who suffered great loss as a result of the "Super Storm".

The school community took part in a fundraising charity concert mid - year and also contributed to an ongoing local drive for toys, games, etc for those who suffered loss in the flooding.

Religious Education and Curriculum

Throughout 2015, new units of work were implemented across the Diocese in various stages at each school. Teachers attended appropriate professional development to develop key understandings & were then able to share these findings with the remainder of staff at follow - up staff & stage meetings.

The school was able to purchase appropriate recommended resources suggested to assist in the planning & implementation phases of these Units - designed to assist students in "making connections" with core understandings and the development of improved levels of Catholic Religious Literacy in each of the

classes.

Each class Assembly item also had a component focussing on the work being completed in each of the classes - what was being studied in class and how it relevant in the lives of the students.

A feature of school Liturgical celebrations in 2015 was to focus on various priority areas in a prayerful & supportive manner - building on understandings and offering our prayerful and tangible support in all situations where possible.

Initiatives Promoting Respect and Responsibility

Throughout 2015, the school community worked towards the promotion of awareness of the needs of others and on the development of initiatives to offer our prayerful, financial and tangible support where appropriate.

As mentioned previously, the town suffered greatly from devastating floods held in April of this year. A number of families or relatives of students in our school suffered financial loss and the loss or damage of homes and belongings as a result of the storm. The school participated in a number of charitable works to help and support the local community in the initial weeks and months following the devastation - including clothing drives and participation in the local charity concerts & fundraising stall afternoon.

The school community took part in the "Project Compassion" charity appeal for Caritas during Term One & we had a fundraising day to coincide with a visit from a representative from Catholic Missions in Term 4.

In 2015, the school also had several fundraising activities as part of a Diocesan initiative in support of a former student of the Diocese who received serious spinal injuries as a result of a sporting mishap.

Student Profile

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

LBOTE*	SWD*	Indigenous
0	5	9

*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 2015

Scholastic Year	Number of Students
K	6
Year 1	10
Year 2	11
Year 3	12
Year 4	16
Year 5	14
Year 6	17
Total	86

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93	93.5	93.5	93	91.5	89.5	93	92.07

Managing Student Non-attendance

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

Pastoral Care and Wellbeing

Student Welfare Policy

Student welfare is an integral aspect of our Pastoral Care Policy and Support document. It overviews and specifically outlines procedures used to nurture and support the children in our care. It places the methodology and practice of pastoral care in the school into the Christian dimension and endeavours to focus on forgiveness and empathy as strengths and indeed expectations of our school community.

The Pastoral Care Policy & the Behaviour Management Policy were both revised and updated in 2013. Amendments / adjustments were made after considerable dialogue between staff and consultation with the parent body of the school. In 2014, both policies were again reviewed and amended as part of the cyclical review of policies conducted within the school. Copies of each of the policies are available at the school office upon request.

Updated policies were uploaded to the school server and are available on the school website.

Discipline Policy

The St Joseph's Behaviour Management Policy outlines the discipline procedures for both classroom and playground behaviour. In accordance with the St Joseph's Policy Review Matrix, The Behaviour Management Policy had a review as part of a cyclical review of policies in 2013. It is under review each year & was reviewed and updated in 2015 as per the school's Policy Review Matrix. The policy is available upon request from the school Office and is also available for viewing from the school website.

It is important to note that in instances where serious discipline is necessary and suspension or expulsion are being considered, the school refers to the Catholic Schools Office Pastoral Care Document 2002, p13 to ensure that the principles of procedural fairness are implemented effectively.

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.

As part of the St Joseph's Policy Review Matrix, a review of the school's Anti - Bullying policy took place in 2014 after careful consultation with key stakeholders – including staff, students and the parent body of the school. It was reviewed and amended as part of the school Policy Review Matrix. Restorative Practice Principles were introduced and implemented into each of the classrooms after professional development opportunities for staff and information sessions were held for the parent body of the school in 2013. These principles were again continued and developed during the 2014 school year.

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

Several key areas for Improvement were identified on the 2015 School Improvement Plan. In the area of Catholic Identity, we were seeking an opportunity for some Spiritual formation / spiritual growth - both as a collective and individually. As a school, we were also endeavouring to raise the profile of school Liturgy - to meet the needs of our student and parent body.

A school focus was also on developing and improving on both the teaching & Learning of Reading & Mathematics within the school - through a review of current practices, appropriate Professional Development and the implementing of new or refined strategies to ensure sustained improvement in all classes.

The creation, development and updating of a whole - school data wall was a third priority in 2015. To this end, agreed practice was organised to ensure continuity around the transfer of data & regular updating of student progress - leading to the implementation of actions in each class - based on the trends shown in the data.

The development of appropriate strategies to assist our Gifted students to achieve targeted growth in both Literacy & Numeracy was another key goal in the school Improvement Plan in 2015.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In 2015, a number of opportunities were attended by staff members in order to form & develop Spiritual Growth. As part of the All Saints region, the staff attended a "personal encounter with the person of Jesus" day. In addition, several Reflection afternoons were presented to the staff from members of the CSO Spirituality team during the latter half of the year. Several staff members also attended personal Reflection & formation days during the year. The senior students also attended a Reflection day focussing on Leadership with other senior students from our Diocese.</p> <p>In 2015, the school conducted a wide variety of Liturgical Celebrations & Commemoration ceremonies. The parent body & parish community were invited to attend. Key focus areas included the involvement of all classes in the presentation of each Liturgy and the focus on appropriate hymns / songs, use of technology as appropriate and a feeling of welcome & prayerful reflection for all in attendance. Several liturgical activities involved an opportunity for morning tea as part of the community gathering to celebrate and / or commemorate significant liturgical or social anniversaries.</p>	<p>A priority key improvement area for 2016 will be to develop the quality of teaching & student learning in the Writing strand of the English Syllabus. Staff (Stage 2 & 3) will be attending Professional Development days based on "Effective Writing Instruction" and implementing appropriate strategies to assist in the development of the quality of writing in the school.</p> <p>Staff & PLT meetings have been organised throughout 2016 to review current classroom practices in the teaching of writing and to develop & implement appropriate modifications to improve teaching & learning outcomes for both staff & students alike.</p> <p>A bank of writing samples (linked to the Literacy continuum) will be collated from each class and utilised by each class as a benchmarking measure.</p>

<p>Significant attention was placed on the improvement of teaching pedagogy in Reading, Comprehension & Vocabulary as part of a balanced approach to the teaching of English. Staff attended targeted PD opportunities focussing on the teaching of Reading in order to develop improved strategies. Staff reviewed & refined existing strategies to meet the needs of their students in 2015. Specific targets set in 2014 were reviewed and data was analysed in great detail to identify specific targets for 2016 and set structures in place to achieve these new target areas for growth.</p> <p>Targeted PD took place & strategies were set in place to improve the quality of student learning in Mathematics in 2015. Staff attended PD focussing on the most effective ways to implement the new Maths Syllabus, on particular strands & sub - strands of the syllabus & again reviewing as a staff and in each stage how Maths was being taught in the school and how it could be improved.</p> <p>The effective use of data analysis was crucial to the pin - pointing of key areas of strength & also identifying the areas in need of further development in 2016 & beyond.</p>	<p>In 2016, a second key area of development will aim to improve on the academic performance of our indigenous students and to raise the profile of Indigenous cultural awareness within our school community.</p> <p>In order for all of our indigenous students to reach the same standards expected of all students, the school will be utilising our Aboriginal Education Worker to work with small groups of students in various stages to support them in their literacy groups in 2016. In addition, extra intervention will be utilised in programs run at the school to provide additional support for our Tier Two Aboriginal students.</p> <p>To support discussions and activities completed in class & in order to expand awareness of the rich Indigenous culture of our region, the school will be experiencing an immersion day at a regional cultural centre - with all students taking part in a wide variety of activities including music, storytelling, art activities, visiting sacred sites & experiencing bush - tucker. This visit is aimed to provide a catalyst to improve student awareness and understanding of indigenous culture & beliefs at a stage - appropriate level.</p>
<p>The creation, development and updating of a whole - school data wall was a major achievement in 2015. Once established, the process of transferring data from the ELK website to the data wall was able to take place. Data obtained from individual assessment profiles for students in Yr 4,5 & 6 was then added to complete the process.</p> <p>The staff were then able to utilise staff meeting & stage meeting times to analyse school trends and student growth or lack of growth each term. Trend data was then utilised to implement appropriate strategies in the various classes to promote growth through more effective pedagogy. A number of protocols were discussed and agreed upon by staff to ensure the timely review and updating of data by all staff. Trend data was then discussed at staff meetings and appropriate change was implemented & monitored in each of the classes.</p> <p>Time was allocated for each staff member to sit with the Learning Support Teacher and review / adjust data & thus ensure continuity across all stages with accuracy of data and adjustments made.</p>	<p>A third priority at St Joseph's for 2016 will be to expand and enhance the focus of differentiated learning and tiered intervention at the school - with a particular focus on our gifted and talented students.</p> <p>Staff members will be taking part in PD opportunities in order to develop appropriate strategies and embed these adjustments into their class programs in order to best meet the diverse needs of our G & T students.</p> <p>Students will be taking part in the Maths Olympiad in 2016 and will be involved in regional Gifted & Enrichment programs in each of the key learning areas to provide further opportunities to develop their giftedness.</p>

Academic Achievements

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test was to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. The data produced by the results was carefully analysed by the school to inform teaching with a view to improving student performance. As a school, we were very pleased with the level of improvement from previous years. Specific results are detailed further in this Annual School Report.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. The percentages of student achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported further in this document.

As with previous years, the school took part in a number of competitions beyond the school - designed to extend the ability levels of the children outside their normal "comfort zones". A number of students achieved outstanding results in the Premier's Reading Challenge and many children also took the opportunity to compete in the University of Newcastle Maths Competition. Once again, results were most encouraging from our students. Our senior students also enjoyed their involvement in a Science & Engineering Challenge at the local High School - working in groups with students from surrounding schools to complete set tasks and earn championship points for their completed activities.

Our senior students competed against each other before a team was ultimately selected to compete at the regional Debating Competition in Maitland. The skills learnt and opportunities for the students to grow in self - confidence were clearly evident and culminated in a "Mock Debate" held between a number of our senior students whilst visiting the Museum of Australian Democracy in Canberra during Term Four.

Student extension took place mid - year with the annual Gifted & Enrichment day. This day was held in our region with students from each school attending a wide variety of Gifted / Enrichment activities in each of the key learning areas. Students from Stage One - Stage Three attended these enrichment days & then returned to school to demonstrate their understandings and completed activities to their respective classes.

St Joseph's has always provided and encouraged activities and opportunities for student involvement in the pursuit of academic excellence - both within and beyond the school and local community.

Cultural achievements

St Joseph's Dungog actively promoted the participation of its students and staff in cultural activities. The school has been fortunate to have both staff and community members who regularly share their skills and talents with the students and the wider community of Dungog. The children visited and entertained residents of the local aged - care facility with items of, music & poetry during the year.

The students were given opportunities to participate in assemblies, liturgies, art and craft days, cultural incursions, keyboard and guitar tuition, drama and musical performances at whole school assemblies & cultural celebrations.

The school was also involved in the annual Dungog Show with each class presenting works of art and craft to exhibit at both the school and individual level. Class and individual items were placed on display in the main pavilion.

In 2015, members of the senior class participated in the regional debating competition against other schools of the All Saints Cluster of schools.

The Senior classes visited Canberra during Term Four and visited many of the Nations Cultural landmarks including the National War Memorial & Museum & the Museum of Australian Democracy.

Sporting achievements

During 2015, students represented our school at the regional, Diocesan, Polding and State level in a variety of sports including Swimming Athletics & Tennis and at the Diocesan Cross Country held in Newcastle in 2015. A number of students also attended regional trials for both Summer & Winter sports at various

venues across the Diocese throughout the year.

St Joseph's students also represented our school with distinction at various Horse Sports events – both in Dungog and other regional centres. The school has an increasing number of students involved in Horse sporting activities and competition is very keen in these events. Our school prides itself on offering a diverse range of sporting outlets and opportunities for the students.

In 2015, all students took part in tennis coaching activities, skills & fitness. The school received a considerable amount of tennis equipment from Tennis Australia as part of our involvement in this program.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student 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 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	83.33%	71.10%	8.33%	12.90%
	Writing	91.67%	75.80%	0.00%	9.30%
	Spelling	66.67%	65.20%	16.67%	16.70%
	Grammar	83.33%	73.20%	16.67%	12.60%
	Numeracy	83.33%	60.80%	0.00%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	85.71%	57.90%	7.14%	20.00%
	Writing	57.14%	52.40%	14.29%	19.50%
	Spelling	50.00%	60.80%	0.00%	14.60%
	Grammar	85.71%	60.90%	14.29%	18.60%
	Numeracy	76.92%	55.80%	15.38%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	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	5
Grand total	14

Percentage of teachers who are indigenous	0
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Teacher Attendance

96%

Teacher Retention

77.7% of staff retained from previous year (2014).

One permanent member of staff accepted a promotions position elsewhere in the Diocese for 2015 and was replaced.

A Temporary part - time employee was replaced in a temporary role (job - share) that existed within the school for 2015.

Professional Learning Undertaken

Throughout 2015, staff focussed on Professional Development opportunities aimed at improving the quality of both teaching and learning at St Joseph's. All staff attended a "Teaching of Reading" Professional Development day with all Primary staff returning for two additional days to complete the course during the year.

A key professional development goal of 2015 was to work on the quality of teaching and student learning in Mathematics. To this end, staff took up professional development opportunities designed to focus the development of the Numeracy Continuum at the school. In addition, several staff participated in PD aimed at clarifying understandings of the various strands and sub - strands of the new Maths Syllabus & developing strategies for best practice implementation of recommendations at St Joseph's. Several staff

workshops with members of the CSO Teaching & Learning staff were also utilised during the second half of the year.

A day and several afternoon sessions were spent by all teaching staff analysing SMART Data from the 2015 NAPLAN results & developing strategies to attend to trends outlined in the data presented – strengths and areas of weakness that would need to be focussed on during 2016.

Significant input was placed into the Stage meetings as Professional Learning Teams with the SAP Program “Leading Teacher” and Teaching & Learning staff from the CSO on a wide – range of topics throughout the year.

CSO I.T staff held several Professional Development. workshops throughout the year to assist staff in understanding available IT resources which could be applied & utilised within the classrooms.

Staff representation was also utilised at a variety of school – related meetings including Sports Council, IEU meetings, Regional Gifted & Talented meetings & at various Parish & Diocesan Assembly meetings & PD Days.

All executive members of staff attended a variety of PD activities during 2015.

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

St Joseph's is a small Catholic school set in a small town rural setting. This setting is the backdrop to underlying themes concerning community satisfaction regarding the school. Most positive comments involve the "family atmosphere" associated with the schools. Accessibility to the school, the teachers and school activities are all seen as real strengths of the school. Formal and informal discussions between staff and parents have been regularly arranged and maintained throughout 2015.

Communication is a vital component of a small school. Parents have commented that communication between the school and the home is a significant strength of St Joseph's. Communication books between parents and school have been a vital link - especially with students who have particular learning difficulties. Text messaging parents with brief reminders, alerts and updates has proven to be a major success in 2015 and will continue in 2016. The school Website undertook a major upgrade in 2013. This was regularly updated since that time and has proven to be of significant assistance at the local level – and with outside interest in the school.

The school has a Facebook page which is updated regularly.

Student Satisfaction

The children expressed their appreciation of the pastoral care and support offered to them at St Joseph's. Comment was also made of the opportunities made available to excel academically, on the sporting field and socially. The senior students also spoke of the enjoyment they received by working with their "buddies" in the Early Stage One class of the school.

The senior class expressed it's appreciation of their treatment as the leaders of the school - greater expectation & responsibility but also also certain privileges including their own customised Sports T - shirt, Yr Six Dinner & farewell activities.

Staff Satisfaction

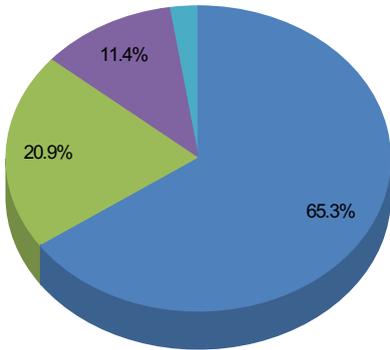
The staff of 2015 enjoyed a wide variety of opportunities for professional learning throughout the year to develop both individual strengths and the overall effectiveness as a staff. Provision was made for professional learning teams to meet and work collaboratively – under the guidance of our "Leading Teacher" and Teaching & Learning staff from the Catholic Schools Office on a variety of themes throughout the year.

The implementation and development of the State Action Plan (Literacy & Numeracy) was perceived as most beneficial to all as it highlighted strengths of teaching practice to be maintained, focussed on areas in need of development & set in place opportunities for individual and whole school action and redirection where necessary to improve the overall quality of teaching and learning within our school.

2015 was a year of some staffing changeover & allowed for a different staffing dynamic. Staff were keen to be key drivers in a variety of different key elements of school development and promotion.

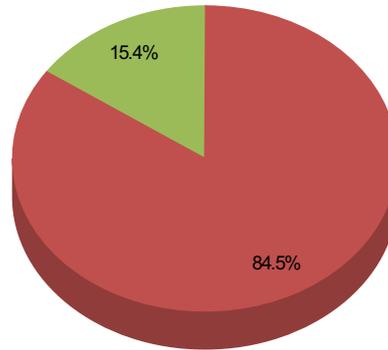
A number of varied social activities were seen as an integral part of staff well - being during 2015 a variety of activities and locations were of great social benefit to all.

Income



- Commonwealth Recurrent Grants (65.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.9%)
- Fees and Private Income (11.4%)
- Other Capital Income (2.4%)

Expenditure



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (84.5%)
- Non-Salary Expenses (15.4%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$790,149
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$252,493
Fees and Private Income ⁴	\$138,097
Other Capital Income ⁵	\$29,318
Total Income	\$1,232,138

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$854
Salaries and Related Expenses ⁷	\$974,215
Non-Salary Expenses ⁸	\$177,420
Total Expenditure	\$1,152,489

For the 2015 year the St Joseph's Primary School received \$22,081 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent 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:

Mr Michael Maloney

St Joseph's Primary School

DUNGOG

Phone: 4992 1377

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