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

Saint Joseph’s Primary School, East Maitland is located in the Hunter Valley, NSW. The school serves the area around East Maitland, catering for both urban and rural communities nearby. The school has a rich heritage, steeped in Catholic tradition, dating back to the colonial era. The school aims to provide students with an excellent environment for learning and growing in faith.

The school boasts excellent facilities and services which include:
- a dedicated team of teachers and support staff who are committed to providing quality learning experiences for all children.
- well-appointed air-conditioned classrooms with Interactive whiteboard technology
- an excellent library with ample computer facilities
- attractive school grounds and playing fields with abundant covered playing areas;
- access to a parish hall;
- a well-supported special education unit leading to improved learning outcomes;
- varied sports programs for all students
- a strong pastoral care program.

The school encourages and supports a strong partnership between the school, the home and the Parish. In 2014 the school underwent a process of self-evaluation and development known as SEVDEV. This process enabled all members of the school to reflect on the progress of the school and to assist with the planning for future improvement. This Report reflects the efforts made by the school to achieve its stated purpose.

I commend the report to you.

Parent Body

In 2015, the Parents & Friends (P&F) Association continued to celebrate and support the importance of families in the lives of students by fostering a true sense of community with parents and the school. This was achieved through events such as our annual Mother’s Day & Father’s Day bbq breakfast and gift stalls, welcome bbq for new Kindergarten families, recognition of teachers and support staff on International Teachers Day, presentation of Bibles to departing Year 6 students at the end of year liturgy and presentation of gifts to departing teachers.

Throughout the year, the P&F Association also represented our school at the Federation of P&F Association Diocese of Maitland-Newcastle general meetings, information forums, AGM and the Annua Spring Conference.

Despite the unfortunate cancellation of a proposed Roaring 20’s Casino Night Royale Fundraiser, the generous support from the local business community towards a major Christmas raffle, which included an original Tanya Loviz painting valued at six thousand dollars, in conjunction with monthly community raffles at the George Tavern Greenhills, still allowed the P&F Association to donate $14,000 towards the purchase of Classroom Reader Education Learning Books for Kindergarten to Stage 3 students.

With financial support from the P&F Association, the successful “Skoolbag” Communication App for Android and iPhone platforms was further enhanced to include iPad and Android Tablet allowing more streamlined and efficient communication of information between the school and families.

Finally, it is the enthusiasm and selfless contribution by members of the P&F Executive, the many other wonderful parent volunteers and the support of the Principal, staff and Parish, that have allowed the P&F Association to continue to be an important and relevant part of the fabric of our school community.

Student Body

2015 began with the annual School Swimming Carnival which was held on the second week of Term 1. The newly elected sport leaders assisted on the day. Students eight years and older participated in the carnival.
The tradition of Kindergarten Buddies continued this year. Year 6 students paired with a Kindergarten buddy to help settle them into school routines.

Representatives from each class from Years One to Six were elected to the Student Council early in the year.

With the guidance of the Captains and Prefects, the Student Council organised the Easter Raffle, Clean-up Australia Day, Green Day, the Annual Talent Quest and the Stockland Star Competition. An initiative of the student council during 2015 was the Wednesday "Girls on Grass" trial.

A large number of students represented the school at ANZAC Day marches in East Maitland and Morpeth. School leaders took part in each of the ceremonies by reading or presenting books and wreaths.

Year Six once again organised and held a ‘mini-fete’ during Term Four. Trash n Treasure, Water Balloons, Sponge Toss, Footy Kicking, Nerf Archery, Second Hand Books, Coca-Cola Spiders and Milkshakes helped to raise over $3000.00 which was split between St Vincent de Paul, Catholic Missions and Caritas.

The Captains and Prefects 2015 showed their leadership skills each day at morning assemblies and mid-week during award and class presentation assemblies.
History of the school

St Joseph’s School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. In 2002 the school became a K-6 school following the amalgamation of the nearby St Vincent’s and St Mary’s Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program.

Location/Drawing Area

The school is located in the Hunter Valley, adjacent to the New England Highway. The school is located in the Chisholm Catholic Pastoral Region. The students come from predominantly Catholic families who are seeking a Catholic education. Students predominantly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Thornton, Louth Park, Lorn, Bolwarra Gillieston Heights, Largs, Seaham and Hinton.
Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph’s Catholic identity is visible across all areas of the school. The school was established by the Mercy Sisters. The school crest which includes part of the Mercy insignia is on display on the student badges, in our school banner, our letter head and on signs hung on our school buildings. Our students are encouraged to use our school motto “Together With Christ” and the school mantra “Learning with Care and Respect”. Our school mantra is displayed in our assembly areas.

We begin each day as a school and class using prayer, both formal and spontaneous. Our school prayer is prayed each morning at our school assembly. Each classroom has a sacred space as a focus for quiet reflection and prayer. In 2015 the school community also took part in regular liturgical celebrations including our opening school liturgy where we welcomed our new students, staff and families. Other celebration included liturgies for Catholic Schools Week and the KidsMatter launch, Stations of the Cross, Mission Week, ANZAC Day, Grandparent’s Day, Prayers in the COLA for Mother’s Day and Father’s Day and liturgy of thanksgiving and Farewell to our Year 6 students and departing staff and families.

Family, Parish and Diocesan evangelising and catechesis

The school actively participates in the parishes of East Maitland and Morpeth. We have staff who worship within the parishes and a number of teachers are members of the Parish Sacramental Team supporting both parents and children in the program. The 2016 Kindergarten children and their families were welcomed by the parish community at a parish mass during December 2015.

The school actively promoted the parish ACTiv8 Youth Group. The Youth Group visited classrooms throughout the year and also used our schools grounds for a number of their activities. As a school we also promoted ‘Kids Mass’ held on the first Sunday of each month for the Chisholm Region. The school guitar group played the music at the Sacramental ceremonies and Kids Masses.

Parish volunteers were also involved in some of our KidsMatter initiatives during 2015. This included representation from the ACTiv8 Youth Group and Parish at a ‘Wellness Fair’ and involvement of parish volunteers to assist with our wellbeing activities and workshops with children during the month of October, Mental Health Month.

Christian Discipleship

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. Several opportunities for Staff faith Development and reflection were provided during 2015 including a spirituality day with Fr. Richard Leonard.

A Peer Support Program with a focus on relationships was conducted during Term Three. This involved students from each class coming together in multi-age groupings with a Yr. 6 facilitator.

The Chisholm Region sacramental program continued this year with many children receiving the sacraments of Eucharist and Confirmation. The Chisholm region works together with meetings being held across the various parishes allowing families the opportunity for faith development.

Religious Education and Curriculum

The teaching of Religion is aligned with the diocesan programming policy. The teachers, in their role as Religious Educators, are supported by the Diocesan K-12 Religion Syllabus and the Resource Units which have local and Australian based content. Units of work form a scope and sequence across the whole school and many resources are located in the Resource Room. Each class has a daily structured lesson that develops the students’ knowledge and understandings of Catholic Faith.

A new Diocesan K-6 Scope and Sequence and units of work and have been implemented. New resources were purchased throughout 2015 to assist teachers with the implementation of the Diocesan units for Stage 3. Early Stage One teachers attended a professional development session based on the new units that were trialled in Term 4 2015 to be implemented in 2016.

The REC and staff participated in professional development on Religious Literacy. During Term 3 a new initiative was implemented with a focus on Religious Literacy within each weekly newsletter which achieved
a great response and participation from families.

In 2015 Year 6 were again involved in the Religious Education Test and achieved excellent results.

Initiatives Promoting Respect and Responsibility

St Joseph’s School maintains an effective Pastoral Care and Discipline Policy. The Policy, and procedures which flow from it, are founded on the teachings of Jesus: love of God, love of neighbour and love of self.

During 2015 the Year 6 organised a Mission Fundraising Day to raise money and the children’s awareness of those less fortunate than themselves. The school continued fund raising activities for Caritas Australia and Catholic Mission. The school is always very responsive to such appeals. School representatives attended the Diocesan Mission Mass.

Throughout the year each primary class visited a local nursing home to entertain the residents and to spend valuable time in conversation with senior citizen members of our community.

Every week a student from each class is recognised with a Courtesy Award to reinforce the values central to the school’s Mission Statement.

The St. Vincent de Paul Society operated a breakfast club for the children. The school in turn supported the annual St. Vincent de Paul Christmas appeal.

The Mini Vinnies team was also more formally launched in 2015. The ‘Buddy Bench’ initiative was implemented by the team, allowing all students to feel included.
Student Profile

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

<table>
<thead>
<tr>
<th></th>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>57</td>
</tr>
<tr>
<td>Year 1</td>
<td>60</td>
</tr>
<tr>
<td>Year 2</td>
<td>57</td>
</tr>
<tr>
<td>Year 3</td>
<td>60</td>
</tr>
<tr>
<td>Year 4</td>
<td>56</td>
</tr>
<tr>
<td>Year 5</td>
<td>59</td>
</tr>
<tr>
<td>Year 6</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>407</td>
</tr>
</tbody>
</table>

Student Attendance - K to 6 - PDF

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

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>93</td>
<td>94</td>
<td>94</td>
<td>93.5</td>
<td>92</td>
<td>94</td>
<td>91.5</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>
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

An atmosphere of mutual respect, care and understanding is a feature of St. Joseph’s school life and, student welfare is a high priority at the School.

The St Joseph’s Pastoral Care worker provided excellent support for students, teachers and families. The students themselves relished the Pastoral Care worker’s presence.

The most popular student welfare programs offered were:
- Kindergarten and Year Six Buddy program;
- A Peer Support Program
- Student Council
- Year Five camp - Pastoral Care Worker – open door policy, supporting all students, families and staff;
- Seasons for Growth Program – an outline of the program was presented to parents, prior to completion of the program by a number of students;
- The Dolphin-It program which supports the school strong approach to Anti-Bullying

St Joseph’s Student Welfare Policy is effective. No changes have been made to this policy during 2015. The policy is available from the school office.

Discipline Policy

St Joseph’s school continues to work toward its goal of developing self-discipline and responsible behaviour in each child. The school policy reflects and draws on the principles of the CSO Pastoral Care Policy.

Recognition of student achievement, through weekly class awards, courtesy awards, announcements at school assemblies and in the school newsletter all encourage good citizenship. The school also acknowledges birthdays of all students and staff at the morning assembly.

St Joseph’s Pastoral Care and Discipline Policy records clear descriptors of behaviour, response and repair. A critical component is the Responsible Thinking Room where time and space is provided for teachers to mentor children. Restorative Justice principles are employed. Communication with parents remains critical.

The policy provides clear guidelines for teachers and students and supports them and parents toward positive outcomes.

St Joseph’s Pastoral Care & Discipline Policy has been maintained during 2015. No changes have been made to this policy during 2015. The Policy is available from the school office.

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

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St 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

In 2015 the school focussed on three key areas:

1. Improving the Numeracy outcomes for students in Years 2 to 4 and improving the overall teaching of Maths across the school. This was achieved through the School Improvement Project.

2. Introduction of the new Science and History syllabii.

3. Launching the KidsMatter strategy across the school.

Additionally the school continues to explore the options for utilising new and emerging technology to improve learning in Stage 3, additional professional development on Teacher Standards, updating our Aboriginal Education Policy and the development of a Social Justice Plan for the school.

School Academic Priorities
Key improvements achieved this year

In the School Improvement Project teachers were able to develop detailed teaching plans and practise strategies to improve student engagement in Maths. New resources were purchased to further enable to implementation of the Balanced Numeracy Block across all grades. Existing data on student performance was centralised and analysis of the data was begun. The Lead Teacher worked with the target grades to support improved teaching and assessment practices.

The new syllabus documents were introduced resulting in updated Scope and Sequence documents. Teachers began to develop new units of work in line with the new requirements. Resources to support the new syllabus documents have been purchased. More work will need to be completed to fully implement these syllabii.

The KidsMatter Launch occurred during Catholic Schools Week in March. Teachers commenced training on Component 1 at the end of 2014 and completed training in Component 2 during 2015. The KidsMatter Action team met regularly throughout the year to plan events and professional learning. A parent representative on the Action Team added much value to the team's work.

Key improvements for next year

The 2016 School Improvement Proposal is directed toward Numeracy in Early Stage One and Stage One classrooms. In 2014 – 2015 a focus on implementing the Balanced Approach to Numeracy in Years 2 – 4 was sustained. It is anticipated that sustained improvements to the teaching of Numeracy in K – 2 will then feed into Years 3 & 4, maximising the overall impact of SIP. It is planned for the Lead Teacher to engage with teachers about the use of data and the impact of the data on identifying specific needs. Lead Teacher and class teachers to identify students requiring specific intervention. Lead Teacher to assist teachers collaboratively plan specific teaching strategies to meet the identified needs. Intervention programs to be established and monitored by the Lead Teacher. Lead teacher to liaise with Learning Support Teacher where intervention is not having an immediate impact. Lead Teacher to support teachers designing assessment tasks which highlight areas of need (in Maths) within each class. Lead Teacher will model, co-teach, mentor teachers as they implement the Balanced Approach to Numeracy in their classrooms.

In 2016 the teaching staff will be participating in a process known as Professional Practice and Development. This involves teachers setting professional learning goals for the year and aligning professional learning opportunities and strategies to assist them meeting these goals. The Australian Professional Teaching Standards will be used to guide teachers and ensure quality practice in all areas of a teacher's role. Mentors will be assigned to assist with this process.

The new Geography syllabus will be introduced in 2016. As with the previous syllabii that have recently been introduced, the school will need to amend Scope and Sequence documents, policy documents and update teachers' programs. The provision of appropriate resources to match the new content will also need to be addressed.

Academic Achievements

Students participated in the U.N.S.W Computer Skills, Mathematics, Writing, English, Spelling and Science Competitions, gaining High Distinctions, Distinctions and Credits. Senior students participated in the Newcastle Permanent Primary Mathematics Competition in Term 3 and were awarded High Distinctions, Distinctions and Credits. A team of students from Year 6 entered the Regional Debating competition and once again performing admirably amid serious competition. Teams of students also participated in the Regional Science and Engineering Challenge.

The school also entered the Newcastle Herald Writing competition.

A number of students participated in the All Saints Region Gifted and Enrichment days, working across diverse sections of the curriculum. The Learning Support Unit continued special extension group work in
both English and Mathematics with a strong emphasis on reading.

Cultural achievements

The annual Talent Quest attracted one hundred and sixteen performers. Support indicates the value this event offers to the community. St Joseph’s band continued with regular performances. Changes in band leader caused some loss of momentum; however student and parent enthusiasm remained high. The program will operate with the support of the Upper Hunter Conservatorium of Music in 2016. A group of children continued with guitar lessons. Guitarists and instrumentalists from the band combined to support for school liturgies and parish celebrations. A primary choir participated in the regional Eisteddfod and at local community events. Students participated in the regional debating and public speaking competition. Qualification speeches in both events showed significant improvement in preparation and presentation skills. The number of students nominating for the competition continued to increase across all grades. Two students were invited to join the ASPIRE ensemble. Annual social dance evenings drew the Stage Two and Stage Three years to a close. Time spent learning the suite of social dances culminated in two successful and enjoyable evenings.

Sporting achievements

All sporting achievements at St Joseph’s East Maitland are based upon the development of skills. These skills are programmed from the PDHPE Syllabus, then introduced and practised during daily sport and P.E lessons.

Student’s development in the areas of gross motor, fundamental movement and ball skills assist in continuing our schools fine tradition of achievement in a number of sporting areas.

Highlights for 2015 include:

- A successful school swimming carnival for primary children conducted in February.
- Grades 2-6 participated in the School Cross-Country during March.
- All grades from K-6 participated in the schools athletics carnival held in Term 2.
- Individual students gaining selection in Swimming, Athletics, Cross Country and Summer and Winter Sport trials with excellent results at Regional, Diocesan, Inter-Diocesan and State Level.
- This year 3 students were recipients of a medal for achieving State Level in their respective sports.
- Notable success in local Cricket inter-school competitions, which included playing in the final of the Reg Kelly Cricket Competition.
- Paid sports opportunities were provided in the areas of Sports Skills, Gymnastics and Water Safety (Swim & Survive).
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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td>Reading</td>
<td>81.36%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>84.75%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>76.27%</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>86.44%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>61.02%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td>Reading</td>
<td>70.69%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>60.34%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>70.69%</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>63.79%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>74.14%</td>
</tr>
</tbody>
</table>
Staffing Profile

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>24</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
</tr>
</tbody>
</table>

Teacher Attendance

94%

Teacher Retention

100%

Professional Learning Undertaken

During 2015 staff members participated in a range of professional learning opportunities. The teaching of Mathematics was the most prominent focus, with Spirituality and KidsMatter professional learning opportunities also featuring. Staff Meetings on assessment and the new syllabus documents were held. Mandatory training on CPR was held at the end of the year. Most of the professional learning opportunities were conducted at school with several being supported by Education Officers from the CSO. Some courses were held at the CSO with one Staff Development Day being held at Rutherford.
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

In 2015 the school commenced work on the recommendations from the review which was held in 2014. Regular reports were printed in the school newsletter and outlined at Parents & Friends meetings which were held twice per school term.

Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available and a spirit of dialogue is encouraged. The school’s leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all.

Student Satisfaction

Through the Student Representative Council, all students have a voice at St Joseph’s when it comes to issues affecting their wellbeing. Student Councillors in each grade level from year 1 to Year 6 are on the Student Council. Kindergarten students are represented by their Year 6 buddies. The leadership team are informed of any issues raised and give due consideration to any requests to improve the amenity of the school or initiate a new program to further enhance the wellbeing of students. Students are strongly encouraged to also speak to staff about any concerns they may have. Also their individual achievements, inside and outside of school are recognised and celebrated.

Staff Satisfaction

The teaching staff at St Joseph’s meet on a regular basis, mostly focussing on professional learning and improving student outcomes. All staff meet in a range of other forums so their ideas and their concerns can be heard. Whilst there are high expectations of all staff, it is also important that pastoral care is offered to them particularly when facing complex issues. There are a range of communication methods that are used within the school to keep staff informed as well as being heard. The staff at St Joseph’s work hard and
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

<table>
<thead>
<tr>
<th>Income Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,419,498</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (18.9%)</td>
<td>$759,126</td>
</tr>
<tr>
<td>Fees and Private Income (18.9%)</td>
<td>$761,246</td>
</tr>
<tr>
<td>Other Capital Income (2%)</td>
<td>$78,929</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,052,848</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (0.1%)</td>
<td>$4,042</td>
</tr>
<tr>
<td>Salaries and Related Expenses (79.6%)</td>
<td>$3,038,251</td>
</tr>
<tr>
<td>Non-Salary Expenses (20.3%)</td>
<td>$776,594</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,818,887</strong></td>
</tr>
</tbody>
</table>

For the 2015 year the St Joseph's Primary School received $34,049 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 Anthony Weir  
St Joseph’s Primary School  
EAST MAITLAND  
Phone: 4933 5536

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