

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Joseph's Primary School, TAREE

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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

Once again we reflect on what we have achieved together this year, taking the time to thank God for the many blessings he has bestowed upon us as a community.

This year we have been driven by a newly written Vision Statement, a 3 year Strategic Plan and our 2015 School Improvement Plan. This year our focus was on creating our staff as a Professional Learning Community, to really consider the catholic nature of our school and to commence work on re-creating our school as a 21st Century learning environment. This is alongside all the wonderful things that happen here at Joey's such as in sport and the performing arts. Our visit by the African Children's Choir and the performances each Stage of classes witnessed at the Manning Entertainment Centre were two of many superb experiences our children enjoyed this year.

Personal highlights include the Year 6 camp at Tea Gardens and the Year 5 excursion to Sydney. I love sharing these experiences with students. I was also proud of our involvement in diocesan and community events where our students shine proudly. Another simple highlight of this year was getting to know more and more children and their families.

My thanks to our highly committed staff and to our P&F who deserve our special thanks for their support of the school throughout the year. Fr George and the parish have also been highly supportive of our school.

Parent Body

What makes a great Catholic school? To me, it is a school where the staff, parents and parish are working closely together for the good of our children. I am glad to say that is very much the case here at St Joseph's – the three 'arms' are working very closely together with shared aims and open communication. This successful relationship is a big part of what makes St Josephs a special place for our children.

This has been another big year for the P&F (aren't they all?) and our successes would not be possible without the support of the teaching and executive staff. They give up their time to supervise the discos, to run the stalls at the Spring Fair and to contribute to the Yearbook. Staff attend our meetings to tell us about exciting new initiatives that will affect our children and I'm pleased to say that feedback from parents is always taken on board.

Of course, this relationship is not one-way. Teachers ask the P&F for support with projects like the Stephanie Alexander Kitchen Garden and the new IT equipment currently being rolled out to classrooms. With careful savings from our fundraisers and your contributions to the P&F levy over several years, we have donated over \$30,000 towards these projects this year. Without this financial support, those projects would not be possible and our children would not reap the benefits.

I would like to thank all the members of the P&F committee who have given their time in the past year to make a valuable contribution to our school. I particularly thank the Executive: Angela Kelleher as Vice President has kept things running smoothly when I couldn't be here, Jenny Hutchison as Treasurer has worked tirelessly and very patiently to keep the books in excellent shape and Samantha Godwin as Secretary keeps everything organised as if by magic – things just seem to materialise when they are needed and I don't quite know how she does it.

If you've never attended a P&F meeting, I strongly encourage you to come along. Groups like the P&F can only survive with willing helpers but that's not why you should come. Come to the P&F because it is your opportunity to meet other parents, to ask your questions (because you can guarantee other parents have the same questions) and to have your say in the running of our school. You'll be warmly welcomed and I know you'll enjoy being a part of the exciting projects that we'll be working on for our children in 2016 and beyond.

Jeremy Miller

P&F President

Student Body

St. Joseph's has enjoyed another great year. There were a number of exciting events such as camps,

excursions, the African Children's Choir, Harmony Day, and Mission Week.

Our Student Representative Council met fortnightly for a meeting to discuss the needs of students in the school. We sourced this information from regular visits to classes to talk with fellow students and prioritise interests and concerns. Our meetings were informal but well structured. We were all invited to have a say and then met with our leader, Mr Thomson, to discuss further.

Our 'Student Committee' members ran our weekly Assemblies that showcased terrific work done in classrooms and acknowledged individual student achievement. We really stressed our first school rule – strive to be the best I can be.

A large number of students had the opportunity to represent our school at Regional, Diocesan and State level in a large number of sporting opportunities.

At the end of the school year we celebrated a K-6 Presentation Day. Academic, Religious, Cultural and Sporting success were recognized and celebrated. This was a very special day!

The 'Early Bird' transition program for our new Kindergarten students was lots of fun and we worked hard on developing a partnership with our little fiends in the 'Year Six / Kindergarten Buddy' program. We have had a wonderful year as Captains.

Nathalie Doyle & Lewis Brown

SCHOOL FEATURES

History of the school

Great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1926.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on 'open plan' teaching.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krambach in 1989, students travelled to St Joseph's, Taree.

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the school's current site. We remain committed to our Josephite charism and our parish.

Location/Drawing Area

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook & Wingham. We also draw students from the Halliday Point area, Nabiac & Krambach.

Catholic Identity and Mission

Catholic Imagination and Spirituality

2015 has been a wonderful year in Religious Education. We have celebrated school Masses, school liturgies, class liturgies, and class celebrations together to mark special occasions and significant dates. Some of these were St Joseph's Day, Easter, Mother's Day, Catholic School's Week, Mary MacKillop's Feast Day, Father's Day, Yr 6 Graduation Liturgy and End of Year Mass. The staff had the very valuable opportunity to take some time to reflect and attend a retreat with Bernadette Gibson.

Whilst the Catholic identity of St Joseph's Primary underpins its reason for being, we acknowledge the traditional owners of the land, the Biripi people and accept the responsibility of its stewardship.

We also acknowledge the wonderful and active support of Father George and our parish.

St Joseph's School Taree has a specific recognisable, Catholic identity that reflects the life, work and teachings of Jesus Christ and the evangelising mission of the Catholic Church. In 2015 we celebrated our unique Catholic identity along with other Catholic schools throughout Australia during Catholic Schools Week with prayer.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's is a vital part of the Parish of Taree. In 2015 saw Fr George remained our parish priest and worked to strengthen our school and parish relationship. Mrs Burke was happily married and Mrs Bielby took over as REC.

In 2015 lots of students participated in the Parish Based Sacramental program. Mrs Bielby prepared all the students from the parish and it was a wonderful time for the students and their families. Mr Mowbray enjoyed taking our Captains to the Catholic Schools Week Mass in Newcastle.

Mr Mowbray and Mrs Hunt played an active role in the Parish Pastoral Council, giving valuable input on school concerns.

Parish masses continued each week and provided a wonderful opportunity for children and parishioners to come together and pray together. Parishioners and the Sisters of St Joseph were invited to join our variety of Masses, liturgies and celebrations throughout the year.

The school newsletter was made an avenue for parish information to be distributed, with exerts from the Sunday bulletin being included.

At Christmas we had a wonderful school choir led by Natasha Brotherton and Kylie Hall sing at the parish Christmas Carols night, which was a fantastic celebration.

Christian Discipleship

Spirituality and faith formation of staff and students is a core focus for every Catholic school including our own.

The staff pray together twice each week as well as sharing breakfast following Thursday morning's prayer.

Bernadette Gibson from the CSO lead us in a beautiful three hour focus on The Beatitudes. We also joined other schools in the Manning for the Regional RE Day with Fr Richard Leonard.

With a renewed vitality in the relationship between the school and parish the number of children joining the sacramental program increases each year.

Mrs Bielby takes time at each Friday morning's assembly to talk about "all things religious".

Religious Education and Curriculum

St Joseph's Primary School uses the mandatory Diocesan K-12 Religion Syllabus for the Classroom Teaching of Religion. The four major strands, Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality, are treated sequentially throughout the year. In 2015 teachers continued to work through the

superb new units created by a diocesan writing team in conjunction with the CSO. The Year 6 students participated in the Sydney Arch-Diocesan Religious Literacy Test.

There is a separate budget provision for up-dating resources and for providing staff professional development, both in the teaching of religion and for personal faith development. The focus this year was on updating religious icons in the classrooms.

Initiatives Promoting Respect and Responsibility

As part of our Catholic identity, the community of St Joseph's aspires to live the Gospel values of love, compassion, forgiveness, justice, respect and courage. Our respect for the traditional owners of the land, on which the school is built, the Biripi People, is acknowledged at each school ceremony with an acknowledgement to Country.

St Joseph's is very fortunate to have Deacon Vince Ryan as our Pastoral care Worker. Vince works tirelessly with families and co-ordinating the school's chapter of St Vincent de Paul.

Examples of our commitment to social justice throughout 2015, included raising money for Project Compassion (Caritas), Catholic Missions and St Vincent de Paul. We also compiled many Christmas hampers that were distributed locally by St Vincent de Paul.

Mrs Young and Year 6 ran a fantastic Mission Week raising over \$1000.

The children and staff of St Joseph's show their respect and debt to our war veterans by participating in the annual march through the streets of Taree on ANZAC Day, and through a special ceremony at school.

The Holy Spirit is alive and well in our school as we strive to live the school motto of 'God is Love'.

Student Profile

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

LBOTE*	SWD*	Indigenous
58	40	77

*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	67
Year 1	58
Year 2	56
Year 3	49
Year 4	56
Year 5	78
Year 6	61
Total	425

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
91	92	92	93	91	93	92	92

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

The excellent standard of Pastoral Care provided at St Joseph's was one of a number of school characteristics to be highlighted in the last School Review. The School Mission Statement contains numerous references to this aspect of culture at St Joseph's; "provide a safe place in which children are free to learn.....","create a caring community", "help the children to be aware of and respond to the needs of others" These quotations can be seen as indicators of the importance placed on the issue of Student Welfare at St Joseph's.

The school's Pastoral Care policy provides guidance and structure for staff members and parents/carers in regard to this aspect of school life. Forums for discussion regarding student welfare issues are the School Welfare Committee which meets on a regular basis during weekly staff meetings.

With the appointment of our chaplain/pastoral care worker, Deacon Vince Ryan, student welfare has been enhanced so that support networks are in place not only for students, but also families from our school community.

The Learning Support Team also forms an important support in this area. Our policy is available on our website.

Discipline Policy

The staff at St Joseph's Primary School, Taree is committed to providing a safe, caring and nurturing learning and play environment which promotes the development of independence, self-control, effective social skills, wise decision-making, and concern and respect for self and others. By teaching and living the Gospel values of Jesus, staff members are ongoing in their commitment, continually striving to equip students with skills that will enable them to contribute capably, confidently and positively to the wider community. With the cooperation and assistance of parents and carers, we are preparing our students to be active, citizens of tomorrow.

We endeavour to ensure our student Behaviour Management Policy and associated procedures serve the best interests of all our students. All staff will exercise professional judgement to ensure that the individual circumstances of students such as age, stage of development and special needs – including academic and personal, are taken into account. No changes were made to the policy in 2015, though we will undertake a review of this policy in 2016. The Policy is available on the school website.

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

A strong focus on developing our school as a Professional Learning Community.

Continuing the implementation, monitoring and refinement of teaching and learning programs which integrate and promote a 'hands on' approach, working mathematically and the utilisation of the schools Scope and Sequence in Mathematics

Staff continuing to implement new mathematics initiatives, which promote mathematics and focus on working mathematically, developing problem solving skills and activities and with an emphasis on the use of reflective learning journals

Effective teaching, learning and assessment through continued participation in the Best Start Assessment and the use of both the Literacy & Numeracy Learning Continuum to guide teaching and learning programs.

A continued focus on the collection, analysis and monitoring of data by teachers and leaders.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Teachers collaborating in PLTs has seen a renewed energy and focus on pedagogy, assessment and use of data. We commenced this journey with a full day with Tanya Flannagan from Hawker-Brownlow. Our AP, Mel Hunt leads this process. At each Leadership Team meeting we review practices and prepare the next PLT meeting.</p> <p>Stages also meet for a day a term (or two half days) to consider essential learning, pre-assessment strategies, fluid creation of groups.</p> <p>These strategies have increased teacher collaboration and focused teacher pedagogy on student improvement.</p>	<p>In 2016 we will focus on 21st Century Learning Design. This will engage a team of 6 teachers attending the 21CLD PD at the CSO in Term 1 and then working with a team from 'Expanding Learning Horizons' prior to a full staff 2-day PD in 21CLD. This will focus on flexible learning spaces, the use of technology, classroom furnishing etc - but the key focus will be on PEDAGOGY - how teachers utilise their learning environments to improve teaching and learning.</p> <p>Our Lab will be redesigned to accommodate a Video Conferencing facility and a professional and versatile learning space for both staff and children. Laptops and iPads will be a part of every learning space. We will trial a variety of classroom furniture options. We will break open our Kindergarten rooms to allow for more flexible learning spaces.</p>

<p>We have now established a data room where each Stage's data is displayed and updated.</p> <p>PLT SMART goals are displayed prominently and discussed around the staffroom.</p> <p>Children in K-2 are placed on the continuum according to gender, indigeneity and ESL status. This has really revealed where some of our children, particularly boys, are struggling.</p> <p>Each grade, K-6, participates in a Standardised Testing program in August / September each year. The data is entered onto Student Tracker and analysed in relation to individual students and also across grades. This data is made public in our data room, creating a focus on OUR students.</p> <p>Year 3 & 5 teachers and the Leadership Team study SMART Data intensely and utilise the data to improve teaching and learning. The data is analysed and shared with the whole staff.</p> <p>The focus on assessment and data will lead to improved teaching practices and student learning.</p>	<p>The creation of outdoor learning spaces.</p> <p>We have designed an outdoor learning space for our Infants classes to use. The learning space will encourage creativity, play and collaborative learning. Teachers will be able to utilise the space and individual stations to enhance pedagogy. It will be a fantastic improvement to our school.</p> <p>We will continue to enrich and improve our Stephanie Alexander Kitchen Garden Program. Gardens will be erected, a compost system will be created, we will aim to only utilise stored water to water our gardens. Stage 2 classes will be the focus groups to grow and cook their produce.</p> <p>Our aim is to be a much cleaner and greener school. We want to be a rubbish free school. Every class will recycle and compost each day.</p>
<p>Our relationship with our parish has been unsteady and this needs to be re-established. Father George and Robyn Bielby, our REC have worked hard on this area. By the middle of the year we had re-introduced parish masses into our school. Children and parishioners share Eucharist together and then the children serve a cuppa and dialogue with the parishioners. This has lead to a much more positive relationship.</p> <p>Spirituality and Faith formation of staff is a related focus for our school. The need for us to pray together and support each other is crucial to the catholicity of our school. A retreat experience with Bernadette Gibson really impacted positively on our staff. In turn, this will impact on the catholicity of our school.</p>	<p>Behaviour Management and Well-being strategies and practices.</p> <p>We will review our processes in relation to both behaviour management and wellbeing, two critical issues in schools. In relation to behaviour management we will study both PBL and Bounce Back and commence a trial towards improving behaviour and the following of school rules.</p> <p>Our school is a Kids Matter school but has not adopted this as a whole school approach to improving well-being. A commitment will be re-established and a gradual re-establishment of whole school community practices to enhance the wellbeing of students, staff and parents will be commenced.</p>

Academic Achievements

Saint Joseph's School community is committed to ensuring that all students achieve to the best of their ability in all academic pursuits. Students are immersed in a culture of learning that is authentic and relevant, enabling every child to experience success and satisfaction, working at their individual stage of development toward achieving to the very best of their ability in every Key Learning Area.

In May, all children in Years Three and Five took part in the nationwide NAPLAN tests. During the three day of testing, the children were assessed in the areas of Language (incorporating Grammar), Writing, Reading and Numeracy. Parents received comprehensive reports regarding their child's results in September. The school received feedback to assist with future planning of teaching and learning activities. The school's performance is summarised later in this report.

At the completion of Term 2, all children Kindergarten to Year Six received their mid year report and children in Years Kinder to Year Six received a grade A-E in the Key Learning Areas of Religion, English, Mathematics Human Society and its Environment (HSIE) and Science and Technology.

Throughout the year, some children in Year Three to Year Six took advantage of the opportunity to participate in the International Competitions and Assessment for Schools (ICAS) examinations in the academic areas of English, Mathematics, Writing, Spelling, Science and Computer Skills. Again, there were some outstanding individual results across all grades and in all examinations. Many Credit and Distinction awards were received by students.

In September all students in Years Five and Six took part in the Hunter Region Primary Mathematics Competition, which is open to all Independent, Catholic and Public Schools in the Hunter Region. Saint Joseph's has a long association with this examination, with some outstanding individual results being achieved over the years.

In Term Four Standardized Testing using the on-line PAT Program for all students in Year One to Year Six in Spelling, Reading and Mathematics were administered. Kindergarten did Spelling, Reading and Mathematics using paper. The purpose of the tests is to be able to track student progress in these important areas. Results were used by the Learning Support teachers, in consultation with classroom teachers, to provide programs relevant to each student's needs. These tests are administered at the same time each year and track each child's performance in these areas from year to year.

Cultural achievements

St Joseph's Primary school has an extensive cultural program for all students. Students are given diverse opportunities to show their talents and to learn and grow in this aspect of their education.

The school had a student representative from each Stage participate in the Public Speaking Competition. Our students demonstrated outstanding success and went on to represent the Manning Region at Diocesan level. Our school had the most representatives from any other school in the competition. We also had students participate in the Newcastle Diocese Debating Competition and take the stage at the Taree Eisteddfod in dance, drama and singing.

Our school prides itself on the inclusiveness of our community. It is at the core of what we do as a Catholic School.

We embrace diverse cultures on Harmony Day. This day is celebrated by classes interacting with other cultures, their traditions and their history. We welcome the community into our school to learn with us on this day.

We are very proud of our Koori children here at the school. Our girls and boys form Aboriginal Dance groups that perform on different occasions both within and outside the school setting.

We strive to enrich this program.

Sporting achievements

St Joseph's Taree offers students a wide variety of opportunities for students to participate and excel in their chosen sports. These opportunities come from the traditional diocesan pathways of swimming, athletics and cross country as well as Summer and Winter Diocesan sports trials. 2015 saw several students reach Polding and State levels in their chosen fields and some students represented across a number of sports.

Each year we hold our school athletics, swimming and cross country carnivals and from these carnivals we have children move on the regional and higher levels in each of these areas both as individuals and as teams such as relays.

Our school prides itself on maximum involvement as well as excellence in a variety of sports including rugby union, rugby league, netball, basketball and soccer. Many of our teams reach State level awards.

I would like to sincerely thank the staff and the parents of the school who take so much time out of their busy lives to coach the various teams in the school. It often involves significant travel and is a huge commitment to make. We have staff who coach at regional and diocesan levels and this expertise is a wonderful asset to our school.

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	59.09%	71.10%	15.91%	12.90%
	Writing	68.18%	75.80%	11.36%	9.30%
	Spelling	54.55%	65.20%	20.45%	16.70%
	Grammar	65.91%	73.20%	18.18%	12.60%
	Numeracy	51.11%	60.80%	24.44%	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	52.70%	57.90%	27.03%	20.00%
	Writing	43.24%	52.40%	12.16%	19.50%
	Spelling	56.76%	60.80%	17.57%	14.60%
	Grammar	54.05%	60.90%	28.38%	18.60%
	Numeracy	36.99%	55.80%	30.14%	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).	24
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	24
Total non-teaching staff	21
Grand total	45
Percentage of teachers who are indigenous	0

Teacher Attendance

Average attendance was 95%

Teacher Retention

One of our teachers has taken a two year secondment to work in the Northern Territory. She has been replaced.

We have appointed a permanent REC in Natasha Brotherton. This lead to the replacement of the previous REC with the permanent employment of Darlene Knowles.

Rebecca Harris returned from Maternity Leave one day per week.

Otherwise staff remains unchanged.

Professional Learning Undertaken

Professional learning opportunities are seen as an integral part of our Vision to be 'life-long learners' at St. Joseph's Primary School. In 2015 Staff attended Professional Development in the following courses.. Accelerated Literacy, Public Speaking and Debating, Cultural Awareness Training in Indigenous Education Best Start Implementation and Data Analysis, Supporting Students with Autism, Technology options for Students with Disabilities and Mandatory Child Protection Training.

Each Stage Team worked closely with a consultant to develop their capacity to master the Accelerated Literacy pedagogy.

The new Leadership Team of the school spent time each week and term developing new role statements and

then working with Hawker-Brownlow developing ourselves as a Professional Learning Community. This is on-going work in our school. We focus their PD on our core priorities and strategically select PD to support school improvement.

We are developing a shared journey with St Christopher's, Panania, and worked together to prepare our staffs for the introduction of the Science, History & Geography Curriculum documents.

Staff members are encouraged to share insights gained at staff meetings and encouraged to continually reflect on their classroom practice and pedagogical beliefs and understandings.

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 experiences many successes and enjoys a strong reputation for excellence in education and developing the whole child. Parents are regularly encouraged and welcomed to provide feedback, ideas, opinions and suggestions on any aspect of their child's learning. Opportunities are present through Parents and Friends meetings; parent education forums and workshops; Newsletters; formal and informal conversations; social media and email. Through continuous and open methods of communication, the parents have verbalised a high level of satisfaction with the innovations introduced and current practices at St Joseph's Primary School. This was also evident in the school's last SEVDEV in 2013.

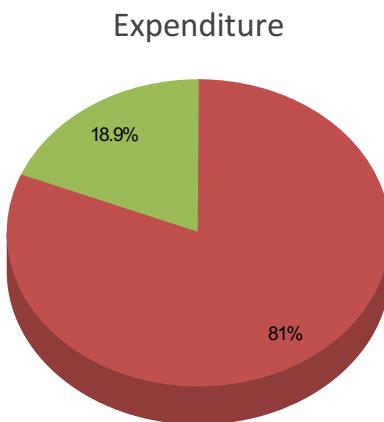
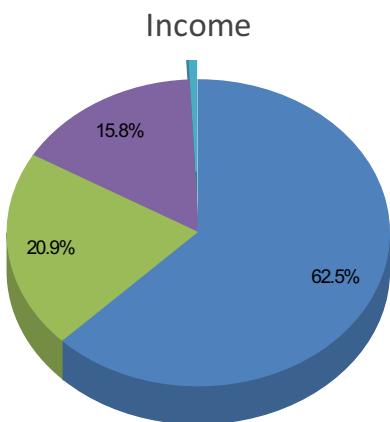
Student Satisfaction

Student enrolments at St Joseph's remain strong and have grown to an average of 420 each year. The Principal visits classrooms daily and meets regularly with Year 6 as a whole, Year 5 as a whole and also with the Student Representative Council. All evidence certainly suggests high levels of satisfaction across the student population.

Staff Satisfaction

A culture of staff ownership for school culture and sustainable strategic priorities is adopted within our school. The Principal speaks to the staff as a whole each Monday and encourages open communication across the Team. The Leadership Team meet weekly, the teachers meet as a whole fortnightly and in PLTs the alternate week. The AP meets with the Learning Support Team & the Student Support Team while the Principal meets with the Aboriginal Support Team. Communication and a Team approach within our school suggest strong staff satisfaction. The Performance Review of the AP in 2015 certainly reinforced this view.

Financial Statement



- Commonwealth Recurrent Grants (62.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.9%)
- Fees and Private Income (15.8%)
- Other Capital Income (0.8%)

- Capital Expenditure (0.1%)
- Salaries and Related Expenses (81%)
- Non-Salary Expenses (18.9%)

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	\$2,964,011
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$992,467
Fees and Private Income ⁴	\$748,938
Other Capital Income ⁵	\$38,025
Total Income	\$4,749,429

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$4,221
Salaries and Related Expenses ⁷	\$3,659,442
Non-Salary Expenses ⁸	\$852,222
Total Expenditure	\$4,515,885

For the 2015 year the St Joseph's Primary School received \$5,988 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:

Mrs Melissa Hunt

St Joseph's Primary School

TAREE

Phone: 6557 7031

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