



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

It is with pleasure that I present the St Joseph's Annual Report for 2016. St Joseph's is a contemporary school built on the traditions of the founders of the school, the Sisters of St Joseph. The school motto is "God is Love" and this is both a reminder and a challenge to us all. There are many stakeholders involved in the life of our school - the students, parent body, staff, parish and members of the broader community and we all work in partnership. 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 proudly contributes to the life of the local community and is also grateful for the level of support it receives from our local community & other agencies.

At St Joseph's, the children placed in our care are our primary focus. As a staff, we have endeavoured to ensure that all aspects of student learning have been catered for during the 2016 school year. All staff have ensured that the task of preparing and presenting lessons, activities and experiences have catered for the diverse needs of our students in each of the key learning areas. Staff pursued and attended 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 2016, the students were provided with the opportunity to participate in a variety of learning, sporting and cultural opportunities - in order to expand on their learning environment as well as their strengths and areas of interest. Students also 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 and Diocesan levels.

A priority in 2016 was to raise student awareness of our rich indigenous culture. As a result of considerable consultation, the entire school community attended a regional Indigenous Cultural Centre which focussed on story, dance, artwork & historical memorabilia. The day was an outstanding success.

The leaders of our school had various opportunities to experience a variety of activities designed to develop their leadership qualities.

The parent body of St Joseph's is a dedicated group of parents - who have been extremely generous in their support of the school. A significant upgrading of resources was funded through the generosity of our P & F.

2016 was a year of significant achievement both in and outside of the classroom at St Joseph's. I thank all involved in the achievements of our school in 2016.

Parent Body

The Parents & Friends of St Joseph's had yet another successful year in 2016. 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 playground, classroom, IT and Library resources during the year.

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 2016, additional activities organised by the P & F for the students included a school disco, Easter Raffles and a Mother's Day & Father's Day stall.

Each year, Dungog hosts a Horse Sports Day & 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 a wide area 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.

As a result of fundraising activity, the P & F was able to make a substantial donation towards the purchasing of a new bank of laptop computers for the school - which have been utilised by the students in each of the classes since their arrival.

A project the P & F have had in mind was to develop the playground amenities for the children to utilise during their break times. To this end, a new sandpit was designed for the school and with the donations of expertise, machinery and time, we are confident that the new sandpit area will be completed in readiness for the commencement of the 2017 school year.

We look forward to supporting the school in a variety of different activities again in 2017 - both to raise funds and to meet together on informal occasions as the families and friends of St Joseph's, Dungog.

Student Body

In 2016, the students of St Joseph's had many great learning experiences. 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 a number of priests of the Diocese. The lunch afterwards provided us with the opportunity to meet with other leaders from around the diocese and get to know a bit about them and their schools.

Two stand-out features were new to the school in 2016. As a school, we enrolled in the the annual St Vincent de Paul Sleepout. On a cold and wet Friday night mid- year, over 30 of us from Year 5 and 6 and most of the teachers stayed all night at school. We slept in the classrooms but it gave us an idea of what it must be like for many people who sleep "rough" each and every night. For tea, we had some donated soup and bread rolls and we had the chance to listen to a number of speakers about their experiences of the problems our homeless people face.

Each of us were sponsored by our family and friends and as a school, we raised over \$3000 for "Vinnies". We were very proud of our efforts and we have all come away with a better understanding of how lucky we are and of our need to do what we can for those less fortunate.

We also had the opportunity to visit a local cultural centre and experience indigenous story telling, learn tribal dances and songs, observe rock - art and gain a better understanding of the indigenous culture of our region.

We were also fortunate to represent the school at a variety of 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 2016 school year.

Each of the senior students had the opportunity to be a "buddy" to the new members of the school. Our responsibility was to help them all as they got used to their new surroundings at the commencement of the school year.

As we come to the end of our Primary schooling, we would like to thank all the staff and fellow students of St Joseph's for their dedication and friendship 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, the sisters 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 almost 130 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 has a western border of 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, Booral & the Vacy areas.

St Joseph's Dungog is a feeder school to the All Saints College (St Peter's Campus) in Maitland.Over the past few years, approximately half of our graduating senior students have continued their Secondary schooling at St Peter's.

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 activities - commencing with the recital of our School Prayer and School Vision Statement 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 celebrations.

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.

In 2016, many of our senior students took part in the "Vinnies Sleepout" at the school. In the process, they gained many insights into the plight of the poor in our community and raised several thousand dollars for the St Vincent de Paul Society.

Family, Parish and Diocesan evangelising and catechesis

Throughout 2016, efforts were made to continue to strengthen the links between the parish and the school communities at Dungog. School Liturgical celebrations continued to be advertised to the parish community in order to develop closer ties between the parish community and the school community - with all invited to attend.

Each term, the children took part in a weekend parish Mass - leading the parish community in the Liturgy of The Word, Gospel & Offertory Procession and Music played at the Mass. The focus was on the development of family & parish links. These Masses will continue into 2017.

Members of the school community also participated in a variety of Diocesan activities throughout the school year - representing both the school and parish community in the process. The Catholic Schools Week Mass, Chrism Mass, Young Leaders Day & Project Compassion each had school representation during the year.

The staff took up the opportunity to take part in an overnight Spiritual Formation Retreat towards the end of the year. It proved to be a wonderful opportunity for all to reflect on our teaching, our stewardship of the environment and on our role as evangelizers in the Church.

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 reflections with the remaining staff upon their return.

A number of staff participated in Faith development and accreditation opportunities provided through the CSO throughout 2016. All staff also participated in several Spiritual Reflection afternoons provided during the 2016 school year by CSO staff and our local parish priest.

An initiative was offered to and accepted by our students in 2016 - to take part in the "Vinnies Sleepout" in Term Two. As a result, over 30 students and staff spent a cold and wet Friday night at the school - listening to a variety of presenters and sharing a meal of soup and bread rolls. It provided the students with the opportunity to better understand the plight of many underprivileged children (even if for one night only). Donations and sponsorship led to a donation of over \$3000 from the school to the St Vincent de Paul Society.

Similar activities are planned for 2017 and beyond.

Religious Education and Curriculum

Throughout 2016, the new RE units of work were fully implemented in the Early Stage 1 & Stage 3

classes. Staff attended appropriate professional development to develop key understandings in their class & stage settings & were then able to share these findings with the remainder of staff at follow - up staff & stage meetings.

Class configurations in 2016 allowed each stage grouping to focus on their own units of work. In 2016, we had no "cross - staged" class.

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 and Liturgical celebration focussed on the work being completed in each of the classes - what was being studied in class and it's relevance in the lives of the students.

CSO staff visited the school at regular intervals to discuss curriculum, programming & resourcing matters with staff - individually & as a stage grouping - to ensure consistency & best practice in program delivery across the school.

Initiatives Promoting Respect and Responsibility

Throughout 2016, 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.

A focus in Term One was on fundraising activities for the Caritas - Project Compassion Appeal. School leaders attended the launch of Project Compassion in Newcastle - and the Resource Kit was used to great effect in each class to raise awareness of the tangible assistance our fundraising was creating.

As mentioned earlier, the school community took part in the "Vinnies Sleepout" charitable appeal - with overwhelming enthusiasm and success. During Term Four, our senior students organised a variety of fundraising activities and stalls to raise funds for Catholic Missions. We had our annual visit from a representative of Catholic Missions Society to once again raise awareness of the needs of the poor & promote understanding as to what our assistance can achieve for those less fortunate.

The entire school community travelled to a regional indigenous cultural centre to promote understanding of and respect for the traditions, stories and culture of our indigenous community.

Student Profile

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

LBOTE*	SWD*	Indigenous
2	4	8

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

Enrolment policy

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

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

Actual Enrolments 2016

Scholastic Year	Number of Students
K	14
Year 1	6
Year 2	11
Year 3	11
Year 4	12
Year 5	17
Year 6	13
Total	84

Student Attendance - K to 6 - PDF

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

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
88	90	90	90	92.5	92	88	90.21

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 with staff and in consultation with the parent body of the school. In 2016, 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 was most recently updated in 2016 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 2016 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 2016 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

A number of key areas for Improvement were identified on the 2016 School Improvement Plan. In the area of Catholic Identity, a key focus area was to raise the profile of school Liturgy on a regular basis - to meet the changing needs of our student and parent body. An undertaking was also made for the promotion of the Catholic Identity of the school.

A school focus area in 2016 was to improve the quality of teaching & student learning in the Writing strand of the English syllabus within the school - through a review of current practices, appropriate Professional Development and the implementation of new or refined strategies to ensure sustained improvement in all classes.

St Joseph's has a significant Indigenous population. A targetted area for development in 2016 was to focus on the cultural identity of our ATSI students and families - so that all students would gain a better understanding of the indigenous history of our region.

The school was keen to place a greater emphasis on the recognition and celebration of key national focus weeks including National Reconciliation Week and NAIDOC Week in 2016 - through involvement in a variety of cultural activities at a regional level.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In 2016, the entire staff took up the invitation to take part in an overnight Retreat / Professional Development opportunity - focussing on our response to the Gospels and the Papal encyclical on the environment . In addition, several Reflection afternoons were presented to the staff from members of the CSO Spirituality team during the year. Several staff members also attended personal Reflection & formation days during the year. The senior students had the opportunity to attend a Reflection day focussing on Leadership with other senior students from across our Diocese.</p> <p>Throughout 2016, the school conducted a wide variety of Liturgical Celebrations & Commemoration ceremonies. The parent body & parish community were invited and welcome to attend. Efforts were made to include children from all classes in the various Liturgies - with a focus on appropriate hymns / songs, the use of technology as appropriate and a feeling of welcome & prayerful reflection for all who attended. Several liturgical activities involved an opportunity for a morning tea as part of the community gathering to celebrate and / or commemorate significant liturgical or social anniversaries during the year.</p>	<p>A priority key improvement area for 2017 will be to develop the quality of teaching & student learning in the Writing, Grammar & Spelling strands of the English Syllabus. By the end of Term One, all staff will have attended Professional Development days based on "Effective Writing Instruction"and will have implementing appropriate strategies to assist in the development of the quality of writing in the school. It is hoped that through the engagement of students in explicit writing lessons, clearly evidenced growth will take place from all students and be tracked on the Literacy Continuum.</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. Ongoing analysis of all class assessment data and student work samples will take place at regular staff & PLT meetings throughout the year.</p> <p>In addition, each class will implement targeted small group differentiated instruction / intervention to address the needs of students who experience significant difficulty in Writing, Grammar and Spelling in 2017.</p>

The improvement of teacher pedagogy - with a focus on improving the writing skills of students was a particular goal for the school in 2016. Staff attended targeted PD opportunities focussing on "Effective Writing Instruction" and presented key themes to other staff in order to develop improved strategies. Staff reviewed & refined existing strategies to meet the needs of their students in 2016. Specific targets set in 2015 and at the beginning of 2016 were reviewed and data was analysed in great detail to identify specific targets for 2016 and set structures in place to achieve these refined target areas for growth.

As a staff, a bank of writing samples were collated and compared to those linked to the Literacy Continuum as a benchmarking measure. Staff were then able to analyse student writing samples - utilising the variety of measures they had designed & agreed upon at various staff & Stage meetings.

The effective analysis of various forms of assessment data was crucial to the pin - pointing of key areas of strength & also identifying the areas in need of further development and resourcing in 2017 & beyond.

A key area of development in 2017 will aim to improve on the academic performance of our indigenous students and to develop the links between the school and our indigenous families.

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 2017. In addition, extra intervention will be utilised in programs run at the school to provide additional support for our Tier Two Aboriginal students.

Our aim is to ensure that all indigenous students achieve appropriate year level goals on the literacy & numeracy continua. Part of this process will involve meeting with the parents of our indigenous students to establish nominated Personalised Learning Plan Goals - which can then be monitored and reviewed throughout the year.

It is hoped that the development of greater partnership between our indigenous families with respective classes will strengthen and improve achievement levels in our indigenous students.

<p>A key area for development in 2016 was to improve on awareness as an entire school community of our rich indigenous culture within the Dungog area and region. The school indigenous student population is around 10%. With direction from our school's Aboriginal Education Officer, we sought out a regional Cultural Centre to visit as an entire school community.</p> <p>Early in Term Three, all students and staff visited the centre near Newcastle. Opportunities were provided for all students to take part in a wide variety of indigenous cultural activities including music, artistic activities, storytelling, viewing historic and sacred artefacts and having the opportunity to seek and taste traditional bush - tucker.</p> <p>The excursion provided the opportunity for the children to experience a much deeper awareness and understanding of indigenous culture and beliefs at a stage - appropriate level. The day also provided staff with the opportunity to gather understandings and resources for follow - up classroom activities.</p> <p>Targetted intervention (where required) was also utilised in each of the classrooms for the indigenous students to assist them - particularly in their literacy and numeracy class work.</p>	<p>A third priority at St Joseph's for 2017 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 2017 and a cohort of students from each of the classes will take part in a Gifted / Enrichment program one afternoon a week - commencing in Term One.</p> <p>Staff will work in collaboration to implement learning strategies aimed at improving the performance of our higher achievers & review our existing policies and documentation.</p>
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Academic Achievements

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2016. The purpose of these tests was to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The tests provided 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 quite pleased with the steady 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 students 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 up 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.

The gifted Maths Students in Stages Two and Three took part in the Maths Olympiad competition during the year for the first time and with great success. At the same time, the Year Six class took part in a class Olympiad with questions of similar complexity. A family Olympiad Quiz question was set in the Newsletter

each week. The aim was to stimulate family interest in Maths & this venture was quite successful.

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.

During Term Three, all classes visited a Regional Indigenous Cultural Centre - with a focus on Storytelling, Music, Dramatic representation, Art & Craft. All children were involved in a variety of workshop activities throughout the day and thoroughly enjoyed the experience.

Sporting achievements

During 2016, students represented our school at the regional, Diocesan and Polding level in a variety of sports including Swimming and Athletics and at the Diocesan Cross Country held at Tarro in 2016. 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 these students.

In 2016, all students took part in weekly Gymnastics skills & fitness activities throughout Term Three.

The school P & F provided the school with a new Basketball court in 2015. It was fully utilised for a variety of sporting and recreational activities throughout the 2016 school year by all class - Kinder to Year Six.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	54.55%	49.40%	9.09%	13.30%
	Writing	36.36%	48.80%	0.00%	8.10%
	Spelling	27.27%	46.40%	0.00%	14.20%
	Grammar	63.64%	52.50%	9.09%	11.40%
	Numeracy	54.55%	35.60%	0.00%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	21.43%	35.30%	14.29%	17.30%
	Writing	14.29%	17.20%	14.29%	19.90%
	Spelling	7.14%	29.80%	7.14%	19.00%
	Grammar	28.57%	36.30%	7.14%	16.80%
	Numeracy	0.00%	28.30%	14.29%	18.30%

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

St Joseph's has five classes with six classroom teachers (two teacher's working part - time).

The Principal works on a part - time basis in two of the classes each week.

In addition, the school utilises the services of a part - time Teacher / Librarian and a part - time Learning Support Teacher.

In 2016, a Music tutor worked at the school - teaching guitar & keyboard to individual students tow days each week.

Workforce Composition

Number of Staff	
Total teaching staff	9
Total non-teaching staff	5
Grand total	14
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

100% of staff retained from previous year (2015).

One temporary member of staff accepted a more substantial position elsewhere in the Diocese for 2016 and was replaced.

During the year, a permanent staff member went on extended leave and was replaced in her class with the temporary member of staff for the remainder of the year.

Professional Learning Undertaken

Throughout 2016, staff focussed on Professional Development opportunities aimed at improving the quality of both teaching and learning at St Joseph's.

CSO staff & the staff of St Joseph's analysed the SMART Data from the 2016 NAPLAN results to develop strategies and attend to trends outlined in the data presented – strengths and areas of weakness that would need to be focussed on during 2017.

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. In addition, both the Principal and "Leading Teacher attended a SAP School Showcase - with each school presenting a 30 minute review of their "SAP" journey to all other schools.

CSO I.T staff held several Professional Development. workshops throughout the year to assist staff in understanding available IT resources including OneNote & Microsoft Office 365 which could be applied & utilised within each of the classrooms. All Staff also attended a Learning Technology Forum at the University of Newcastle.

Staff were also represented at a Kindergarten Summit - which focussed on meeting the needs of students as they commenced school.

All Primary staff also attended a Writing Workshop day - focussing on the development of cross- curricular writing strategies in order to implement a consistent approach across each of the stages.

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 Regional PD activities during 2016.

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 2016.

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 2016 and will continue in 2017.

The P & F have regular monthly meetings during which issues can be discussed or presentations can be made in order to clarify matters in a semi - formal setting. A detailed summary is sent to each family.

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, School Leaders Day, Yr Six Dinner & farewell activities.

The students were very excited to be involved in the "Vinnies Sleep-out" at the school during Term Two and in the process raising over \$3000 for the needy of our region. The enthusiasm shown was truly uplifting.

In 2017, a school council will be formed - with regular meetings taking place & involving members of each class - to provide an open forum for discussion, suggestions & concerns from the student body of the school.

Staff Satisfaction

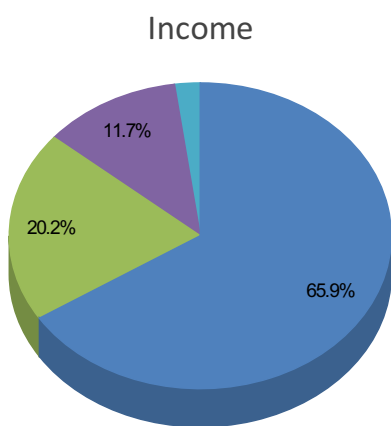
The staff of 2016 enjoyed a wide variety of opportunities for professional learning throughout the year to develop both individual strengths and the overall effectiveness as a staff. Provision was made for professional learning teams to meet and work collaboratively – under the guidance of our "Leading 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.

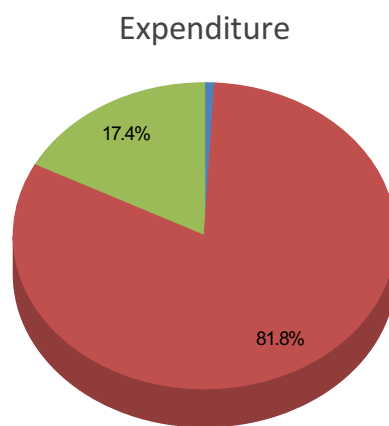
In 2016 there was little changeover of staff and this allowed for a continuation & development of initiatives from the previous year.

A key element for staff development and morale was to have an overnight staff retreat and focus on our own journey as teachers & community.

A number of varied social activities were seen as an integral part of staff well - being during 2016.



- Commonwealth Recurrent Grants (65.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (11.7%)
- Other Capital Income (2.2%)



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (81.8%)
- Non-Salary Expenses (17.4%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$894,016
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$273,767
Fees and Private Income ⁴	\$158,791
Other Capital Income ⁵	\$29,318
Total Income	\$1,375,137

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$11,064
Salaries and Related Expenses ⁷	\$1,046,313
Non-Salary Expenses ⁸	\$221,984
Total Expenditure	\$1,279,361

For the 2016 year the St Joseph's Primary School received \$19,245 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 Parents and Friends Association, the Parish Priest and to all parents.

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

Mr Maloney Michael

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>