



St Joseph's Primary School, MERRIWA

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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 great pleasure that I present the 2016 Annual School Report for St Joseph's Primary School Merriwa. The school community of St Joseph's is very proud of the achievements made in 2016 and I commend to you this report as testimony to the wonderful educational institution that it is.

St Joseph's Primary school is a small, rural Catholic school situated in the Upper Hunter town of Merriwa. Its mission is to be a community of Catholic faith where the uniqueness of each child is nurtured and valued; where students are empowered and challenged to become lifelong learners with optimism and hope for the future. The school achieves its mission by working together with students, families, parishioners and members of the wider community to provide a holistic education to all students. Gospel values support all school policies and procedures. We teach students by example to become problem solvers and forward thinkers and to demonstrate an appreciation of our environment and our responsibility for its preservation.

Strong programs in each Key Learning Area are delivered to all students. In 2016 the school continued its participation in the State Action Plan to raise the level of student achievement in Literacy and Numeracy. The appointment of a Lead Teacher in the Infants years has enabled the teachers to work collaboratively to collect and analyse student learning data and plan strategically to support all students to achieve a higher level of learning. This is imperative to the educational mission of our school.

The continuation of a Professional Learning Community culture across the school gave cause to reflect on and enhance the links within the school community which are maximised when the planning and practice of teaching and learning is performed in a collaborative and targeted manner. Infants and Primary Professional Learning Teams are focussing on best teaching practice and collecting and analysing data to inform teaching so that all students are experiencing higher levels of learning. We are working to continue to strengthen the learning partnership between students, teachers and parents. Lifelong learning is what we are about. There is no end point to the learning and no endpoint to the effort and no endpoint to the collaboration and partnership and support of one another on this journey.

I would like to express my gratitude to the wonderful, hardworking teachers at St Joseph's and to the parents who continue to work with us in the provision of quality education.

Parent Body

It has been an honour to serve alongside parents, staff and members of our wider community whose interest is to provide the best possible learning environment for our children.

- The Canteen was efficiently and cheerfully run and staffed by wonderful volunteers.
- The Uniform Shop has managed to see all students clothed smartly, at an affordable price.
- Fundraising was well supported.
- The Mother's Day Stall and the Father's Day Stall were very popular and successful.
Campdraft/Fete was a resounding success.
- Bus cleaning \$5K (Once per family per year)
- Parent helpers – Your generosity is invaluable for the benefit of our children, you are quiet achievers whose time at the school is greatly appreciated.
- The Parents and friends committee is an awesome body. Thanks for working so well together

The funds raised by the whole school body on behalf on the P & F went to:

- a new Ride on Mower/Whipper Snipper/Blower, etc. for the maintenance of the school grounds.
- Cleaners Wages
- Wages for the Grounds person
- Outdoor Aluminium seating
- Printing costs

- Help to pay schools bills for Electricity; Water
- Insurances/Special Functions
- Presentation Night Awards

Without these funds School Fees would have to increase. Thanks again for your support over the last few years.

I wish the new President and Committee all the best for the future of the P & F with new and innovative ideas and fresh enthusiasm.

Student Body

The Student Leadership Team of 2016 at St Joseph's school Merriwa was a very well organised and reliable team. All Year 6 students had a chance to be leaders. We met each week in a Leadership meeting , discussing student matters and planning special events.

For the first 6 weeks we had to learn all about what leadership means. Over this time we needed to decide if we wanted to accept the role of leader. By this time we understood the responsibilities that went with the role. Thankfully our whole group accepted the challenge and then during Sunday Mass at the start of Catholic Schools Week we were commissioned to this honourable role.

Fundraising continued to be a great part of our role as leaders. Cooking pancakes on Shrove Tuesday and Mother's Day Breakfast were again great successes. We also had a disco for students. We raised money for Catholic Mission, the St Vincent De Paul group in Merriwa and for cancer research.

Representing our school at ANZAC Day March, Remembrance Day and Christmas Carols were events of great pride.

We love St Joseph's school because it is a place where we belong. The teachers and staff care about us and they know us very well. The teachers are also great teachers and are very patient. They teach us lots of life lessons - not just the school subjects. We are taught to treat everyone with respect, to respect ourselves and to work hard to achieve. We are also taught to be grateful for the things we have because so many people don't have enough..we have more than enough and must share.

Thank you and good bye St Joseph's.

By St Joseph's 2016 Student Leaders.

SCHOOL FEATURES

History of the school

St. Joseph's Primary School is part of the St Anne's Catholic Parish, Merriwa. The school was founded in 1883 by the St Anne's Parish and then in 1885 the Sisters of St Joseph took up residence in Merriwa and assumed responsibility for the education of the children at the school. They were the first Foundation formed from Lochinvar, which had come into existence only two years earlier in 1883.

School records go back to 1886 .The total enrolment was 77 - 39 girls and 38 boys. On 25th November, 1928, Bishop Dwyer blessed the new school in Marquet Street. On 31st January, 1954, Bishop Toohey blessed the new infants' classroom and on 19th January, 1961, blessed the new school building of three classrooms. Secondary classes operated at St Joseph's Merriwa from the early 1950's to 1968. In 2008 the Honourable Joel Fitzgibbon opened and Fr Des Harrigan blessed the new Kindergarten classroom giving the school a total of four classrooms. For over 130 years, St Joseph's Catholic School has provided quality education to the children of the Merriwa district.

Location/Drawing Area

St Joseph's School Merriwa is located in the rural township of Merriwa in the New South Wales Upper Hunter area. It is the most western school in the Maitland-Newcastle diocese. Students travel from within the town limits, as well as from outlying rural properties. They travel from Cassilis to the west, as well as Gungahlin to the east.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's Primary School Merriwa's mission is to be a community of Catholic faith, where the uniqueness of each child will be nurtured and valued. Where students will be empowered and challenged to become lifelong learners with optimism and hope for the future. There were many opportunities for students to celebrate Catholic mission and identity at St Joseph's school. Daily prayer, Opening School Mass, Commissioning Mass, liturgies for St Joseph's Day; Vinnies; Lent and Easter; NAIDOC Week; Grandparents Day; Mother's and Father's Day; End of Year; and Year 6 Retreat as well as helping the community wherever we find a need. Wherever possible the school community attended significant parish liturgical celebrations. Each week the students reflect on the Sunday Gospel and apply the salient message to their everyday lives. Many parents share this Liturgy with the students. Staff members also gathered for prayer which focused the Gospel message to their personal and school lives. The staff attended the Diocesan 'Called to Serve Mass' with other staffs from across the diocese at the commencement of the year and participated in a Lenten Program which is attended by Parishioners also.

Family, Parish and Diocesan evangelising and catechesis

A positive relationship between the school and Parish continues to be a high priority at St Joseph's school. The Sacramental program is supported by the school and prepares children from all schools.

During Catholic Schools Week students and teachers prepared displays for the main street to highlight the Catholic identity of the school. The Year 6 leaders made their service pledge at the Sunday Parish Mass. A CSW dinner was celebrated with parents, staff and parish members. The fortnightly school newsletter was placed in the church and in the local newspaper. Students served on the altar at special Masses. Students work was displayed in the Church as well as on display in town for the Merriwa Show and The Festival of Fleeces. Parish members were actively involved in the school as reading helpers. The school supported the local St Vincent de Paul Society through its appeals. Combined school – parish working bees were well attended. as was the annual school Lenten program which was well attended not by only parishioners from St Anne's Parish but from the other local churches.

Christian Discipleship

Prayer and reflection begin all meetings and gatherings. The newsletter each fortnight contains an inspirational reflection/prayer. At the end of each year, Year 6 participated in a retreat. During this retreat the Year 6 students took time to reflect on their years at school and what direction they see themselves and their friends going. As many of our students went on to different high schools it was a wonderful day where they reflected on their gifts - the gift they were to people, the gift people were to them and how they can use their gifts to help spread the Gospel values. Our weekly liturgy provided opportunities for students, staff and parents to reflect on the message of the Gospel. Each week this was facilitated by a staff member which requires them to unpack the Gospel message. Music a relevant hymn/song, is also used to help staff and students fully understand the Gospel message of the week. Throughout the teaching of Religion, students were given the opportunity to reflect and participate in meditations which allows for the formation and development of their own spirituality. Each classroom and the staffroom had a sacred space designated and refreshed regularly.

Religious Education and Curriculum

Religion lessons at St Joseph's followed the curriculum set by the Maitland–Newcastle Diocese. All class teachers were responsible for the teaching of Religious Education in their classes and were formally accredited to teach Religious Education or were in the process of satisfying the academic requirements needed for accreditation. Each class had a structured lesson that developed the knowledge and understandings of Catholic faith. Class and school liturgical, sacramental and prayer celebrations formed an important aspect of the Religious Education curriculum. In 2016, Stage 3 and Early Stage 1 used new units of work, written by the diocese. All other stage will implement by the end of the year.

Below is a summary of the RE test results for 2016.

10 students sat the test

6 Credits- 60%

4 Participation- 40%

Average 2016: 48%

Religious literacy is a priority in the classroom with added resources and support given to teachers and students. Teachers attend relevant professional development on the Religious Education curriculum.

Initiatives Promoting Respect and Responsibility

Service to the wider community is an important aspect of our faith development at St Joseph's. As such, Mission Day is a major event on the yearly calendar. We supported Catholic Mission and helped the students to understand and focus on the importance of giving and to set goals that would be of great material benefit to those who are suffering. During Lent each family and classrooms were given a Project Compassion donation box. The local Vinnies appeal was supported on two occasions throughout the year - the Winter and Christmas Vinnies appeals.

As part of our end of year activities the school visited Gummun Place Hostel for the Aged and the Merriwa Hospital, to sing carols and spread some Christmas cheer, as well as carolling in the main street and at local business houses.

Students return early from holidays to represent the school for Australia Day and ANZAC Day as these days are recognised by the school community as important civic events. Even though these days are public holidays the school and its members are encouraged to accept their responsibility as citizens.

The School student leaders organised fundraisers for local and wider community need for example cancer research.

Student Profile

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

LBOTE*	SWD*	Indigenous
3	3	5

*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	7
Year 1	9
Year 2	13
Year 3	8
Year 4	9
Year 5	8
Year 6	9
Total	63

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
90.92	93.62	93.62	88.71	89.74	95.90	90.09	91.80

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 at St Joseph's Merriwa is informed by the Diocesan Pastoral Care Policy. The School's Vision Statement underlies all policies and practices within the school.

St Joseph's School endeavours to provide for each member of its community – students, parents, staff, and parishioners – the experience of high quality interpersonal relationships of care and support.

In caring for each other we model the values of the Gospel as an example to all those with whom we come into contact. We recognise that fostering positive relationships is an important means of achieving a happy and productive school environment.

Given its importance, Student Wellbeing is an agenda item at every staff meeting. Student welfare is supported by St Joseph's Anti-Bullying policy as well as its Behavioural Support and Special Needs Policies. These policies outline the rights and responsibilities of students as well as procedures followed for inappropriate behaviour. Counselling services were obtained through the CSO school counsellor who visited the school on occasion.

Copies of these policies are available from the school office upon request and on the school website.

Discipline Policy

Discipline at St Joseph's is supported by the Behavioural Support Policy which is aligned to the Restorative Justice philosophy. This policy provides a framework for building relationships and managing behaviour. The policy aims to promote Gospel values, develop self-esteem, encourage responsibility, protect rights and model respectful behaviour.

The school has developed and implemented a Positive Behaviour Framework across all grades in the school. This framework is designed to enable children to engage with their learning more effectively by being taught the skills to be ready to learn. School wide systems are in place to ensure consistency of expectations and consequences for not meeting the expectations. The School's Behavioural Support Policy was rewritten in 2014 and is under the umbrella of the School Pastoral Care Policy along with the following documents:

- Anti- Bullying Policy
- Procedural Fairness Policy
- Positive Behaviours Framework.

Copies of these policies are available on the school website and from the school office upon request.

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

- Priority in 2016 was given to the improvement of writing skills across all grades in the school. There is a need to develop both the quantity and quality of student writing. Writing within a pre set timeframe is not a skill the students have developed well. Increased writing output in all KLAs will be a focus throughout the year. Clear guidelines of the criteria used to assess writing skills will be made transparent to the students and they will engage in activities to learn what writing success looks like including collaborative planning as well as self and peer assessment.
- Improving Mathematics performance at St Joseph's is a key priority. By participating in the Choose Maths program we focussed on differentiation of Maths and goal setting across the stages with an emphasis on providing opportunities to extend the learning through the increased use of open ended questioning and problem solving.
- Increased parent participation in process of goal setting with teachers and students. Develop parent competence in supporting the school in raising the level of student learning.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Through the ongoing development of collaborative professional learning communities and teams the teachers have planned for regular effective assessment of all students' learning in English. This data has been analysed and used to plan future teaching. The continued employment of a leading teacher through the State Action Plan has provided support to the teachers and students in the process of targeted intervention. Through this intervention great improvement has been realised in the areas of reading and comprehension. Students in K-Year 3 have met their reading goals as per the standard PM benchmark level or the level targeted through the Individual Learning Plan. A similar process has been adopted in the primary classes.</p> <p>All teachers participated in the 7 Steps to Writing Success professional development and came away with a rich understanding of the writing process and had access to many teaching resources to create engaging, quality teaching sequences. Writing skills have improved to produce increased quality and quantity.</p>	<p>School wide approaches to student wellbeing are planned to ensure all students are afforded the opportunity to develop a set of skills to develop personal wellbeing and to foster an awareness of the wellbeing of others. Well-being is closely tied to students' readiness to learn. The national suicide rate is alarmingly high for young people and in particular rural youth. By forming a partnership with <i>Where There's A Will Foundation</i>, our school is able to work with schools in the Upper Hunter Region to access professional development opportunities and develop skills to promote mental wellbeing throughout the collective school communities. Kidsmatter and Bounceback programs will be implemented in 2017. It is our goal to see these skills passed from school to home and to wider community. This is a long term goal which we will monitor annually but perhaps won't see all the results until years down the track. Nevertheless it is a goal we are passionate about and is founded in research and is deemed to be vital for the future of young Australians.</p>

<p>Participation in the Choose Maths research initiative and the appointment of a Maths Champion teacher at the school facilitated support to beginning teachers in content of key areas of Maths.</p> <p>Differentiation of Maths lessons became a regular feature of learning sequences and students were increasingly engaged in quality Maths experiences.</p> <p>The Leader of Maths conducted a school wide audit of Maths resources and recommended areas where new resources were necessary. The Maths leader also conducted several Training sessions in Maths for the parent community. These were very well received.</p> <p>Achievement levels rose this year as evidenced by the 2016 NAPLAN data.</p>	<p>School wide approaches to raising literacy skills by enhancing Teacher Quality.</p> <p>Appoint leading Teacher 0.5 to drive the State Action Plan (Literacy and Numeracy) across the school.</p> <p>Revisit Balanced English Block</p> <ul style="list-style-type: none"> ■ Staff meeting PD on modelled Guided and independent reading and writing ■ Revisit balanced Numeracy block <p>Utilise the latest research into teaching practices learned through a suite of targeted PD opportunities.</p> <p>PLC sessions on teaching writing and scheduled classroom observations during the process.</p> <p>Collaborative preparation of success criteria for writing and analysis of the output.</p> <p>Development of whole school approach to improving spelling.</p>
<p>A new focus on goal setting meetings with parents to individually identify student needs and plan collaborative strategies to support the students saw an increased percentage of parents attending Parent Teacher goal setting meetings. A staggering 100% of parents attended at least one of these sessions over the year and 80% of parents followed up with helping their child towards achieving the set goals.</p> <p>Parents surveyed, indicated that they felt more comfortable helping their children as a result of these meetings. The purpose of this focus has been also to build the home school partnership as research has shown that student learning is enhanced by greater relationships between home and school. It is also found that parents' perceived dislike for Mathematics also impacts negatively on children's performance. These sessions aim to give both parents and children a positive experience in Mathematics.</p>	<p>School wide approaches to raising numeracy skills by enhancing Teacher Quality.</p> <p>Continuation of Choose Maths Program involving Melbourne University main focus of need – multiplication and problem solving.</p> <p>Teacher PD in assessment, and teaching of Maths skills</p> <p>Through Parent Maths nights make Maths relevant and to dispel parental fear of Maths, while at the same time engaging parents and children in new Maths games.</p> <p>Engagement of World of Maths incursion</p>

Academic Achievements

Students at St Joseph's school are encouraged to become lifelong learners; we offer our students a vast range of learning opportunities. The teachers, with the assistance of the Learning Support teacher and Learning Support assistants, encourage all students in this pursuit.

Students were encouraged to participate in a range of competitions such as the Newcastle Permanent Maths Competition, Poetry competitions as well as writing competitions and Science competitions.

The senior class participated in the Upper Hunter Science Discovery Day. This was a challenging competition and students enjoyed competing against schools across the region. This allowed the students

a forum to creatively problem solve, work as a team, be open to the ideas of others and to value the importance of science in their lives. This opportunity was of great benefit to all students especially those requiring extension to the regular curriculum.

Public Speaking was targeted as each child participated in a whole school public speaking competition. The winners at school level went on to compete against all the other Catholic schools' winners in a regional competition. The skills of St Joseph's children were again strengthened by this experience.

The senior class put their public speaking skills to great use in the Diocesan Debating Competition and performed very well at school and Regional level.

All students participated at a school based level in Maths Mentals Bee and Spelling Bee. From this students were selected to compete at a Diocesan Regional level.

A Year 6 Student was runner up in the Upper Hunter Shire's "Mayor for a day" writing Competition.

Cultural achievements

The students at St Joseph's presented a school play in September to the school and wider Merriwa community. The audience was entertained by the quality acting as well as singing and dancing from all students. Public feedback rated this year's performance as the best yet. Great improvement has been noted in students' Creative and dramatic arts skills since the school's partnership with the ASPIRE program. Christmas carolling throughout the town showcased choral skills.

Students represented school at civic occasions such as ANZAC, Remembrance and Australia Day, as well as the Festival of the Fleeces. The students also participated in a local farm safety workshop run by the local Merriwa Show Society.

Many students learned an instrument at school, through the Upper Hunter Conservatorium of Music. All students had the opportunity to participate in the Kia-Ora Music camp - 3 days of intensive workshops in singing, dance and band playing.

The local community "Little Sprouts Day" was a great opportunity for the students to celebrate literacy, while Grandparents Day, Mothers and Fathers days provided opportunities to engage in literacy and numeracy experiences with the wider community.

Sporting achievements

Swimming, cross country, athletics and horse sports were the main sports offered at competitive levels. A carnival was held for each, using our own or local council facilities. All students were given the opportunity to excel at their age level. A team of St Joseph's students qualified to compete in the Regional and Diocesan Swimming, Athletics and Cross Country carnivals. From this there were two school competitors at Polding level of Athletics and Cross Country competitions.

Participation in Horse Sport Events by Primary students was very high. Many of the St Joseph's students excelled in their individual events and as a team were very successful.

St Joseph's Merriwa hosted the fifth annual St Joseph's School Junior Campdraft. This was a great success and afforded our children the opportunity to compete and display their riding skills to the wider community.

Several students attended netball and football trials for preselection to Diocesan carnivals.

All students participated in combined schools mixed sport workshops as well as Rugby League and Touch football workshops.

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	25.00%	49.40%	25.00%	13.30%
	Writing	37.50%	48.80%	0.00%	8.10%
	Spelling	37.50%	46.40%	25.00%	14.20%
	Grammar	50.00%	52.50%	12.50%	11.40%
	Numeracy	50.00%	35.60%	12.50%	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	25.00%	35.30%	12.50%	17.30%
	Writing	12.50%	17.20%	37.50%	19.90%
	Spelling	12.50%	29.80%	37.50%	19.00%
	Grammar	50.00%	36.30%	25.00%	16.80%
	Numeracy	12.50%	28.30%	0.00%	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).	8
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	8
Total non-teaching staff	5
Grand total	13
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

100%

Professional Learning Undertaken

Leaders of Maths PD Day

Choose Maths Program

- *Scope and sequence, backward planning, teaching a composite class,*
- *Numeracy Continuum*
- *Resourcing Maths*

7 Steps to Writing Success

Effective Writing Instruction

Comprehension Skills with S.Brock

PLC-Criteria based marking

Reframing Learning Conference

Core Classroom behavior management Skills
Role of Leadership in G&T Learners
National Future Schools Conference
Understanding PAT Assessment *Teleconference*
CPR training
Teacher Librarian Assembly days
Aspire Professional Development : Learning by Doing.Drama and Dance
K-6- Physical Activity Conference
HSIE PD
Kismatter
Prosper: Road map for positive Schools
Bounce Back training
Accidental Counsellor Training
“Where There’s a Will” Think Tank on Mental health in UH schools.
Autism Spectrum disorders and positive behavior supports
How to improve Working Memory webinar
Managing challenging behavior and constructing behavior plans
Basic ICT for Teaching
State Action Plan Showcase
SAP networking days
Child Protection Training
SALT – Chd Prot and workplace Disc; Bullying and Harrassment.
Early Career Teachers Induction Day
Mentor Training day
Mentoring for Effective Teaching
Reflecting on Practice – Breaking open the mystery of quality practice
School Support Staff On-Line PD
How to deal with people with behaviours of concern
Certificate IV in Business Administration
Governance policies and Procedures
Online governance training for Responsible persons Modules 1-4
Anti Social and extremist Behaviour online modules
Mandatory Due Diligence training
Lesson observations and feedback

ICT Course

ACEL conference: Leadership with Insight and Innovation: Setting the Learning Agenda

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 School is well respected in the Merriwa and wider community. The students and staff are proud of their school and enjoy their association with it. Parents attend extracurricular school activities in good number, such as Parents and Friends meetings, voluntary classroom helpers, working bees, fund raisers, social events and representing the school at civic functions. The school is called upon to perform various civic roles within the wider community which is testament to the pride the community has in the school. The Parents and Friends Association is very well supported by parents in its efforts to assist the school. Parents are surveyed regularly to evaluate various aspects of school life. The feedback is always constructive and overwhelmingly positive. Anecdotal feedback is very positive as is the tone of the many cards and letters of thanks teachers have received from parents. Parent involvement in school extra curricular events bears witness to their satisfaction with the school.

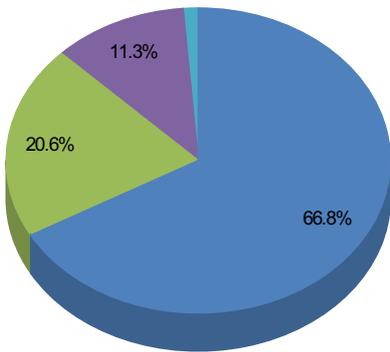
Student Satisfaction

The students and staff are proud of their school and enjoy attending daily. The attendance record shows very little time out of school. Students attend extracurricular school activities in good number, such as working bees, fund raisers, social events and representing the school at civic functions. The school is called upon to perform various civic roles within the wider community which is testament to the pride the community has in the school. The students are proud to take up this challenge. Students look forward to reaching Year 6 when the whole student cohort becomes part of the leadership team. Along with the principal and their class teacher the Year 6 leaders have a very active role in helping the school to run smoothly on a day to day basis, organising student fundraising for charities, being buddies for the Kindergarten students and role models for the whole school community. Year 6 students performed an impromptu speech of gratitude to the school community on Presentation Night. The sentiments expressed were outstandingly positive, recognising the value of the academic achievement and learnings for life gained from the education received.

Staff Satisfaction

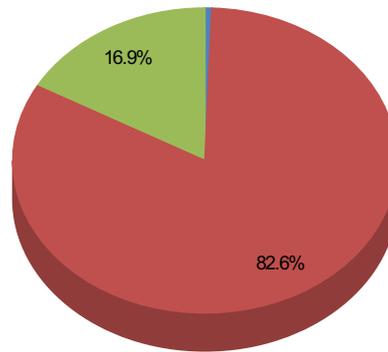
The teaching and non-teaching staff report good job satisfaction. The staff enjoyed the collaborative nature of the school and its organisation. All staff members are encouraged to participate in decision making processes and their feedback is actively sought after all events conducted at the school. Staff meetings are very well attended and staff have an active role in these. This along with anecdotal feedback from staff indicates that the staff of 2016 was very satisfied with the operation of the school. Of particular note has been the teachers' high regards for the amount of relevant professional development they have received whilst employed in the school. They have appreciated the targeted nature of this and the follow up afterwards and implementation into classroom teaching and its positive impact on student learning and their own job satisfaction as a result.

Income



- Commonwealth Recurrent Grants (66.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.6%)
- Fees and Private Income (11.3%)
- Other Capital Income (1.3%)

Expenditure



- Capital Expenditure (0.6%)
- Salaries and Related Expenses (82.6%)
- Non-Salary Expenses (16.9%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$730,661
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$224,637
Fees and Private Income ⁴	\$123,942
Other Capital Income ⁵	\$13,812
Total Income	\$1,102,840

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$5,965
Salaries and Related Expenses ⁷	\$853,582
Non-Salary Expenses ⁸	\$174,459
Total Expenditure	\$1,034,006

For the 2016 year the St Joseph's Primary School received \$9,788 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:

Mrs Whale Helen

St Joseph's Primary School

MERRIWA

Phone: 6548 2035

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