

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



St Joseph's Primary School, TAREE

1 St Joseph's Drive, TAREE 2430

Principal: Mr Mark Mowbray

Phone: 6557 7031 Fax: 6557 7030

Email: admin@tareesj.catholic.edu.au

www.tareesj.catholic.edu.au

About the Annual School Report

St Joseph's Primary School is registered by NESAs 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 2017 and gives information about 2018 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 our newly written Vision Statement, a 3 year Strategic Plan and our 2017 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 continue work on re-creating our school as a 21st century learning environment. We introduced the wonderful 'Making Jesus Real' program and continued to invest in flexible learning environments. This is alongside all the wonderful things that happen here at Joey's daily such as in sport and the performing arts.

Personal highlights include re-introducing a year 6 Canberra excursion after many years and the Year 5 camp at the Great Aussie Bush Camp. 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 highlight of this year for me was getting to know more and more children and their families. Events such as the Colour Run, Grandparents Day and our Father's Day breakfast were just amazing community events.

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, Fr James and the parish for their wonderful support of our school.

Parent Body

It's been a fun and exciting year for our school community.

It began with the "Favourite Character" theme disco; everyone had a great time.

Term 2 we hosted a movie premier at the cinema for "Cars 3". Many of our families came along to enjoy a wonderful social atmosphere with pre movie nibbles, lolly bags and a Stephanie Alexander Kitchen Garden Raffle.

Term 3 we were back to the school hall for your "favourite sports hero or team colours" disco, where the students had fun dancing the evening away.

All of these wonderful community building events have been made possible by our P&F, a wonderful bunch who are hard working, dedicated, committed and passionate volunteers. In our meetings we've been hearing from our school executive, making decisions for our school and planning our next donation to our school.

I want to thank all those who've given up their time to support our P&F at our meetings, school initiatives and our community building social events throughout the year. Your generosity and extraordinary work has contributed to the wonderful school we have.

Meanwhile a small and dedicated team have been putting together our fifth year book, a wonderful memoir, capturing the moments of 2017.

Looking forward to another fun filled year ahead and working with parents and carers who would love to run with us too.

Angela Kelleher
P&F President
St Joseph's Primary School Taree

Student Body

St Joseph's has enjoyed another great year. There were a number of exciting events such as camps, excursions, Harmony Day, and Mission Week. As Captains we were proud to play a role in these events as well as representing our school in various diocesan and community events.

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 Hassettl, 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 friends in the 'Year Six / Kindergarten Buddy' program. We have had a wonderful year as Captains.

Ruby Scarlett-Wilson and William Hogan

SCHOOL FEATURES

History of the school

Ninety-four years ago 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, Krumbach 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 honour our Josephite and parish history.

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 and Wingham. We also draw students from the Halliday's Point area, Nabiac and Krumbach.

Catholic Identity and Mission

Catholic Imagination and Spirituality

2017 has been a wonderful year in Religious Education. We have celebrated school Masses, 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 Schools Week, Mary MacKillop's Feast Day, Father's Day, Grandparent's Day and the End of Year Mass. We loved sharing these with Fr George and Fr James and parishioners. The staff had the very valuable opportunity to take some time to reflect and attend a retreat with Bernadette Gibson on Laudato Si.

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.

A real highlight of 2017 was introducing the 'Making Jesus Real' program, really impacting on our catholic culture.

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 201 we celebrated our unique Catholic identity along with other Catholic schools during Catholic Schools Week.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's is a vital part of the Parish of Taree. In 2017 we saw Fr George & Fr James work to strengthen our school and parish relationship. Ms Brotherton was wonderful in her role of REC.

In 2017 lots of students participated in the Parish Based Sacramental program. Ms Brotherton 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 a variety of Masses, liturgies and celebrations throughout the year.

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

Our Colour Run enabled us to share an amazing community event that so many parents and grandparents joined in - we created our own community rainbow of people!

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.

Each class has its own sacred space and prayer is an important part of each day. In 2017 each class added a special prayer bag that went home each week.

Bernadette Gibson from the CSO led us in a beautiful retreat based on the Papal Encyclical, Laudato Si.

With a renewed vitality in the relationship between the school and parish the number of children joining the sacramental program increases each year as does the number of classes attending school mass each week.

Ms Brotherton takes time at each Friday morning's assembly to share "The Good News" with the staff and teachers.

It has been a huge priority of Ms Brotherton to evangelise and encourage both staff and students to reflect on, deepen or begin the faith journey. The introduction of MJR is already supporting this in an

amazing way. Ms Brotherton and her puppet Kevin set the tone for the week each Monday morning, a wonderful and positive start to our week.

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 2017 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 and our results have improved quite a lot with us being above the Diocesan average in 2017.

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 and increasing the knowledge of the Catholic faith.

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 2017, included raising money for Project Compassion (Caritas), Catholic Missions, SIMS Cambodia and St Vincent de Paul. We also compiled many Christmas hampers that were distributed locally by St Vincent de Paul. This year a Year 6 initiative included running a weekly 'Fair Trade' stall.

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 MJR program ensures 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
11	33	100

*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 2017

Scholastic Year	Number of Students
K	67
Year 1	43
Year 2	55
Year 3	58
Year 4	56
Year 5	52
Year 6	59
Total	390

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	90	90	91	91	90	88	90

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. Discussion regarding student welfare issues are common within staff communication.

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. Vince, our REC, and the principal meet regularly with Catholic Care to support children and their families.

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, resilience, tolerance, 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 & contributing citizens of the future.

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 and the situation are taken into account. No changes were made to the policy in 2017, though we are reviewing the policy in 2018. 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

In 2017 we continued our strong focus on developing our school as a Professional Learning Community. Our emerging strategic priority for 2017 and beyond is around 21st Century Learning Design and the creation of flexible learning environments. Rowena Ulbrick from 'BricksLearning' continues to lead the staff in this area.

Continuing the implementation, monitoring and refinement of teaching and learning programs continues to be a focus within COSI.

Improving academic performance in Literacy & Numeracy particularly is a core goal within whole staff and PLT meetings. We strive to have each child realise their academic potential.

Effective teaching, learning and assessment is critical to our school improvement. We also acknowledge our participation in the Best Start Assessment and the use of both the Literacy & Numeracy Learning Continuum to guide teaching and learning for each grade across the school.

A continued focus on the collection, analysis and monitoring of data by teachers and leaders also remains a core component of teachers' work.

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. Our AP, Mel Hunt leads this process. At each Leadership Team meeting we review practices and prepare the next PLT meeting. This focus on collaborative teaching and learning moved us into our work with Rowena Ulbrick, a whole staff initiative that will become a long term relationship.</p> <p>The creation of flexible indoor and outdoor learning spaces across the school is quite exciting for teachers and children. This focus commenced with Kindergarten and will reap great rewards. in 2017 we re-constructed our Year One classrooms Our library program is also following this path allowing all children in the school to participate in this form of pedagogy & learning environment.</p> <p>These strategies have increased teacher collaboration and focused teacher pedagogy on student improvement.</p>	<p>In 2018 we will continue our focus on 21st Century Learning Design. This year our team of 'champions' will continue to lead each Stage in between sessions with Rowena Ulbrick. Rowena will continue to work in person and on-line to train and support all teachers. This will continue our 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 wnow accommodates a Video Conferencing facility and a professional and versatile learning space for both staff and children. We will grow our resource of Laptops and iPads win every learning space. We will broaden our use of a variety of classroom furniture options. We will break open our Year One rooms as we did with our Kinder rooms in 2016 to allow for more flexible learning spaces.</p>

<p>Assessment and analysis of data:</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 ACER's online Standardised Testing program in August / September each year. The data is analysed in relation to individual students and also across grades. our PLTs use the data to prepare explicit teaching for their Term Four programs, ensuring students are well-prepared for the new year. 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 (NAPLAN) 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>In 2016 we designed an outdoor learning space for our Infants classes to use. The learning space encourages creativity, play and collaborative learning. It impacts positively on social and emotional learning as well as the development of oral language. Teachers utilise the space and individual stations to enhance pedagogy. In 2017 we added new components to the outdoor space. In 2018 we will extend and improve these areas as we believe it will have long term implications for academic and social improvements.</p> <p>We will also continue to enrich and improve our Stephanie Alexander Kitchen Garden Program. Gardens were erected, and a compost system created, we only utilise stored water to water our gardens. Stage 2 classes engaged in fantastic cooking and gardening lessons. In 2018 we will enhance our kitchen, erect a storage facility for the garden and design a more permanent outdoor kitchen close to the garden area.</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 become a strong and vibrant partnership. Father George and Natasha Brotherton, our REC, have worked hard on this area. Parish masses are a weekly part of our school timetable. Children and parishioners share Eucharist together and then the children serve a cuppa and dialogue with the parishioners. This has led to a much more positive relationship. A highlight of 2017 was the increasing number of classes joining together at our weekly masses.</p> <p>In 2017 we introduced the 'Making Jesus Real' program. This program impacts on the culture and tone of our Catholic school. The improvements in behaviour and positivity across the school has been tangible.</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>Over the past few years we have trialled a number of programs to enhance behaviour and well-being. The introduction of the MJR program in Semester 2 of 2017 was a great success. In 2018 we will train the whole staff in the use of MJR and Ms Brotherton and Year 6 will lead the school in its implementation. We will also review our policy and processes in relation to behaviour management.</p> <p>After trialling Kids Matter and PBL we found that MJR encompasses the best of both programs, impacting on both behaviour and wellbeing as a whole school focus each week. We have found it to be an excellent program and look forward to fully rolling it out in 2018.</p> <p>Catholic Care will also support this area by regular meetings with the school and working together to support children and families.</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 towards 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 days 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 September Standardised Testing using the on-line PAT Program for all students in Kinder to Year Six in Spelling, Reading and Mathematics were administered. The purpose of the tests is to be able to track student progress in these important areas. Results were analysed by all teachers to inform teaching and learning programs relevant to each class and 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. 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 have a school band and a school strings group and both groups are growing and enriching this aspect of our school.

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. 2017 saw many 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 all 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. In 2017 we were State champions in basketball and achieved superbly in many other sports.

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 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57.14%	73.90%	18.37%	10.00%
	Writing	63.27%	74.40%	6.12%	7.50%
	Spelling	65.31%	68.80%	18.37%	13.10%
	Grammar	69.39%	75.00%	24.49%	10.50%
	Numeracy	55.10%	67.10%	20.41%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	74.00%	63.00%	14.00%	14.60%
	Writing	38.78%	47.90%	16.33%	19.40%
	Spelling	54.00%	63.00%	18.00%	14.10%
	Grammar	66.00%	59.90%	22.00%	17.50%
	Numeracy	46.00%	57.60%	16.00%	14.60%

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).	28
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	28
Total non-teaching staff	15
Grand total	43
Percentage of teachers who are indigenous	0

Teacher Attendance

Attendance was 94%

Teacher Retention

2017 retention was: 100%

One of our teachers had taken a two year secondment to work in the Northern Territory. This has been extended until the end of 2018.

Rebecca Harris returned from Maternity Leave one day per week and this will rise to two days per week in 2018.

Mel Burke will return from maternity leave for two days per week as Executive release teacher in 2018.

Amanda Green will join our staff on a 12 month temporary appointment in 2018.

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 2017 Staff attended Professional Development in the following courses... Accelerated Literacy, Aboriginal Spirituality & Cultural Awareness, Best Start Implementation and Data Analysis, First Aid Emergency Training, Mini-Lit & Multi-Lit and Mandatory Child Protection Training.

The whole staff enjoyed working on 21st Century Learning Design with Rowena Ulbrick. This professional

learning was on-going and incorporated both face to face and video linked learning. Teachers are also mastering OneNote and a number of other technological resources to enhance both both teaching and learning.

The Leadership Team of the school spent time each week and term developing new role statements and then developing ourselves as a Professional Learning Community. This is ongoing work in our school. We focus their PD on our core priorities and strategically select PD to support school improvement.

Our on-going work as a Professional Learning Community continues to strengthen our collaborative approach to teaching and learning.

Through the COSI processes of our Diocese we are able to work with other schools from across the diocese to improve programming and compliance in this area. These are very positive learning experiences.

Professional Planning and Development see each teacher set personal goals and each Stage set goals to improve themselves personally and to ensure the work of the team meets set targets of improvement for both teachers and learners.

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. In 2017 our school participated in a COSI Self-Review which incorporated a survey of all staff and parents. Once again the sense of community satisfaction was prominent. positive

A highlight of 2017 was the community support for all events being held at the school. Many people - both staff and parents - commented that the number of people who turned up to the Father's Day breakfast, Grandparents Day, Book Week, the end of year mass and, especially, the Colour Run was the most anyone can remember.

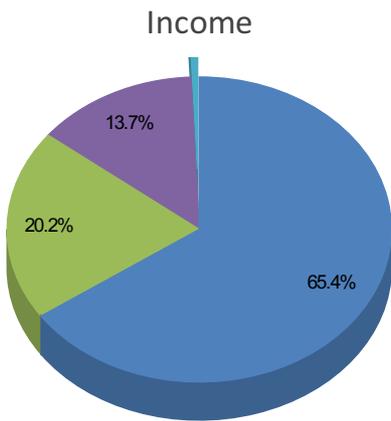
Student Satisfaction

Student enrolments at St Joseph's remain strong and have grown to an average of 400 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. Attending the excursions with Year 6 to Canberra and Year 5 to the Bush Camp allowed the Principal to interact in a special way with senior students. The experience certainly reinforced a high level of satisfaction at our school.

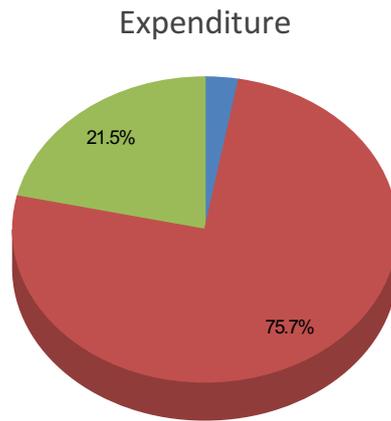
Staff Satisfaction

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 COSI Self-Review survey of all staff reinforced what we experience daily; a great team with a wonderful commitment to this school and community and to Catholic Education in general.



- Commonwealth Recurrent Grants (65.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.2%)
- Fees and Private Income (13.7%)
- Other Capital Income (0.7%)



- Capital Expenditure (2.8%)
- Salaries and Related Expenses (75.7%)
- Non-Salary Expenses (21.5%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,505,049
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,083,640
Fees and Private Income ⁴	\$734,000
Other Capital Income ⁵	\$38,039
Total Income	\$5,361,540

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$145,173
Salaries and Related Expenses ⁷	\$3,888,014
Non-Salary Expenses ⁸	\$1,103,717
Total Expenditure	\$5,136,904

For the 2017 year the St Joseph's Primary School received \$812 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, NESAs, 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:

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>