

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Joseph's Primary School, DUNGOG

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## 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

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## Principal's Message

Welcome to the St Joseph's Dungog Annual Report for 2017. St Joseph's is built on the traditions of the founders of the school, the Sisters of St Joseph. 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 "God is Love" and this is both a reminder and a challenge to us all. 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.

The children placed in our care are the primary focus of all endeavours at St Joseph's. As a staff, we have endeavoured to ensure that all aspects of student learning have been catered for during the 2017 school year. All staff have ensured that the task of preparing and presenting lessons, activities and experiences cater for the diverse needs of each of the students in each of the key learning areas. All staff pursued professional development opportunities in order to develop their professional understandings by their attendance at a wide variety of PD opportunities including seminars, online courses and workshop activities - both within & beyond the school environment.

In 2017, 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 2017 was to develop opportunities for our more gifted students to take part in challenging & open - ended activities in a variety of key learning areas - including Maths & Science. Students from across each stage were provided with opportunities to work together to identify problems and work towards a satisfactory resolution of each challenge. This venture proved to be highly successful and will continued in 2018.

The students were provided with opportunities to attend cultural activities in 2017 and all found the experiences highly rewarding.

The parent body of St Joseph's is a dedicated group of parents - who have been very generous in their support of the school. A significant upgrading of resources was funded through the generosity of our P & F in 2017.

2017 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 2017.

## Parent Body

The Parents & Friends of St Joseph's had a busy, yet productive year of activity in 2017. 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 2017, additional activities organised by the P & F for the students included a family night early in the year, a social night for parents, a school disco, Easter Raffles and a Mother's Day & Father's Day stall for the students.

At the commencement of 2017, a concerted effort was made to construct a new sand pit for students to utilise in their play time. As a result of kind donations of both time and machinery, the new sandpit was ready for use from the commencement of the Term One. The second phase of construction will involve the

building of a sun shade over this sandpit - due for completion in early 2018.

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

A focus for the P & F in early 2018 will be to raise funds for the purchasing of Ipads to be utilised by the children in each of the classrooms. We are looking at exciting new ways to provide resources for our children at the school in the new year.

We look forward to supporting the school in a variety of different activities again in 2018 - both to raise funds and to meet together on informal occasions as the families and friends of St Joseph's, Dungog.

## Student Body

As the leaders of the school in 2017, many opportunities were provided for us to develop our leadership skills as representatives of the school. In March, we attended and participated in the Catholic Schools Week Mass in Newcastle along with leaders from each of the Catholic Schools of the Diocese. The Mass was 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.

From the commencement of 2017, we had our special buddies from our new Kinder class. We were able to assist the new Kindies as was needed and enjoyed helping them become more independent as the school year went on.

The new Sandpit was a popular addition to the school - especially for our younger students and the sand toys - provided by the P & F were always popular at Recess and lunch time.

2017 was the year that Year 5 & Year 6 travelled to Canberra for our three day excursion. It was a great opportunity to learn how Democracy works and to visit Parliament House and many other attractions of Canberra - including Old Parliament House, the National War Memorial, National Museum and Academy of Sport.

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 2017 school year.

The senior classes also had the opportunity to attend the Science & Engineering Challenge during Term Three. It was a great opportunity to solve scientific challenges against competitors from other schools eg strength testing using certain objects.

As we come to the end of our Primary schooling, we would like to thank all the staff for their dedication and efforts with us and our fellow students from St Joseph's for their friendship over our time at St Joseph's and wish the school all the best for the future.

## SCHOOL FEATURES

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### 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 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 130 years this year. 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 Parish 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, an increasing number of our graduating senior students have continued their Secondary schooling at St Peter's.

In 2018, several students who live within the appropriate geographical boundaries will also be enrolling at the newly established St Bede's Catholic Secondary School - as part of the initial cohort of Year Seven students.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

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 at the start of each week and appropriate daily class prayer.

The school has enjoyed regular opportunities to celebrate Mass as part of the Parish Community in 2017. In addition, 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 Music chosen for each celebration - 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, school 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 which have been focussed on in the prayer life of the school.

In 2017, Year Five students all took part in a Spirituality day focused on school leadership - for the individual and whole class.

### Family, Parish and Diocesan evangelising and catechesis

Throughout 2017, the links between the parish and the school community at Dungog were strengthened. School Liturgical celebrations were regularly advertised to the parish community with invitations extended to parishioners to develop closer ties between the parish community and the school community.

On several occasions, 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. Similar Masses will continue in 2018.

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, Young Leaders Day & Project Compassion launch 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 mission in today's Church.

### Christian Discipleship

The school acknowledges the importance of Religious and faith development programmes for both staff and students. All members of the St. Joseph's staff participated in various retreat / reflection days at different stages of the year including the early teachers Retreat and REC Spirituality Day. Staff 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 2017. All staff also participated in several Spiritual Reflection afternoons provided during the 2017 school year by CSO and all staff attended an end of year Retreat together.

A CSO sponsored Pilgrimage took place to the Holy Land in September / October and both the Parish Priest and Principal joined the Pilgrims on this journey. Images and stories will be utilised in both classroom activities & Masses each year - particularly with Lenten & Advent themes.

Year Five students all attended a diocesan leadership forum towards the end of 2017 in preparation for their presentations to the school community around key school leadership roles.

### Religious Education and Curriculum

Throughout 2017, staff members attended appropriate professional development activities 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 2017 included three "cross - staged" class. Structures were put in place to ensure that each cohort have RE classes in their appropriate Stage groupings.

The school had an improvement agenda in 2017 to ensure the acquisition of recommended resources to assist in the planning & implementation of units of work from K - 6 with core understandings and the development of improved levels of Catholic Religious Literacy in each of the classes. A set of Age - appropriate young children's Bibles were purchased and put to great use amongst the student population during 2017.

Each class Assembly and Liturgical celebration had a particular focus on the work being completed in each room - what was being studied in class and it's relevance in the lives of each of the students.

Each class was able to access our parish church and our Parish Priest to assist in the development of key understandings in 2017.

### Initiatives Promoting Respect and Responsibility

Throughout 2017, the school community worked hard to develop their awareness of the needs and plight of others both in our community and beyond. A focus for the year was to develop initiatives to offer our prayerful, financial and tangible support where appropriate to those in need.

An annual 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.

The focus in Term Four was to promote the activities of Catholic Missions. To this end, the school had the annual visit from an acclaimed Musician - who presented the Project focus for the year and outlined tangible evidence of how our support assists those most vulnerable.

A key focus for 2018 will be to look at the term RESPECT - the branches it has and how it will be evidenced in 2018 as a school community. Staff worked together to initiate strategies for this focus - to ensure that it will have a school - wide focus - including parent information sessions from Term One in 2018.

## Student Profile

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

LBOTE*	SWD*	Indigenous
0	2	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 2017

Scholastic Year	Number of Students
K	9
Year 1	13
Year 2	4
Year 3	16
Year 4	14
Year 5	12
Year 6	17
Total	85

### 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
93	90	90	92	92	93	89	91

## 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

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### 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 2016. Amendments / adjustments were made after considerable dialogue with staff and in consultation with the parent body of the school. In 2017, both policies were again reviewed with minor adjustments made 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 2016. Considerable modification was reviewed and was most recently updated in 2017 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.

A full review of the school's existing Discipline Policy is planned to take place at the commencement of the 2018 school year to cater for the increasingly diverse needs of the students placed in our care.

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 2017 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

The 2017 School Improvement Plan identified a number of key target areas for school growth. In the area of Catholic Identity, a key focus area was to raise both the profile and variety of school Liturgy and to involve as many students as possible on a rostered basis at each Liturgical experience. The development & improvement of the quality of the teaching of RE was another key focus for staff & involved whole - school School PD and individuals attending appropriate PD as needed.

In 2017, the school appointed a "Curriculum Coordinator" who oversaw the School Improvement goals of the school - including the review of existing goals & the development of achievable goals to improve performance from our gifted students at the school.

In addition, strategies were implemented to improve the quality of teaching & student learning in the Writing strand of the English syllabus within the school - particularly focussing on improvement in the teaching and learning of Writing, Grammar & Spelling. Existing practices were reviewed and adjusted appropriately, appropriate Professional Development was undertaken and results were carefully reviewed to assess improvements made and those still needed.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A focus area in 2017 was to "raise the bar" in both the performance &amp; expectation around our more gifted students - across the grades. One of our staff members took on the additional role of Curriculum Coordinator and worked collaboratively with each of the class teachers to create a set of criteria to identify the high achievers across a variety of KLA's but primarily in both Literacy and Numeracy. Once identified, the next phase was to identify and develop programs within the school to assist in the extension of these students. Existing Policies and practices were also reviewed to ensure that all documentation accurately reflected the changes that had been implemented.</p> <p>Opportunity was then provided to carefully analyse the assessment strategies being utilised in class and to measure the growth shown by the students in question. An ongoing review &amp; fine - tuning of processes for an identifiable growth mindset was established and implemented in 2017.</p>	<p>A priority key improvement area for 2018 will be to develop the quality of teaching &amp; student learning in the Writing, Grammar &amp; Spelling strands of the English Syllabus - with a particular focus on Spelling &amp; Grammar. By mid Term One, Infants staff will have attended Professional Development days based on both phonics and grammar and will have outlined and implemented appropriate strategies to assist in the development of a K -6 program aimed at a whole - school scope &amp; sequence. It is hoped that through the engagement of students in explicit spelling &amp; grammar sessions, clearly evidenced growth will take place from all students and will be tracked on the Literacy Continuum. The effectiveness of the strategies implemented will be regularly reviewed by staff.</p> <p>In addition, each class will implement targeted small group differentiated instruction / intervention activities to address the needs of students who experience significant difficulty in Writing, Grammar and Spelling in 2018.</p>

The improvement of the quality of teaching and student learning - particularly in the Writing strand of the syllabus was a key target area in 2017. Staff attended targeted PD opportunities focussing on Effective teaching of Grammar and presented key themes to other staff in order to develop improved strategies at a whole - school level. Staff reviewed & refined existing strategies to meet the needs of their students in 2017.

As a staff, a revised 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 use of whole - school assessment and continuum data was utilised to identify students having significant difficulty in writing /grammar & spelling - and to group accordingly for more individualised instruction in the classroom setting.

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 2018 & beyond.

A key area of development in 2018 will aim at improving on the academic performance of our indigenous students and developing 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 utilise our Aboriginal Education Assistant to work with small groups of students in the various stages to support them in their literacy groups in 2018. 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 will be to ensure that all indigenous students achieved 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 could 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 in 2018 and beyond.

<p>During 2017 the school had a full external review. Part of this process was to select three focus areas to improve on as a school, to provide an accurate self - review of the state of the school in these three areas, to collate relevant data to support our appraisal and to outline an improvement agenda to be implemented over the coming few years.</p> <p>The staff focussed on the Catholic Dimension of the school, the Improvement Agenda and well - being of all stakeholders across the school &amp; on our community profile - where it is and what can be done to enhance it in the short and longer term.</p> <p>Data was collated &amp; reviewed from staff, students, the parent body &amp; other interested stakeholders of the school. The information was then presented by the school executive to the panel who took part in the school review.</p> <p>As a result, the strategies implemented and information provided proved along with recommendations from the panel proved to be an invaluable affirmation of where the school was at and provided invaluable insights and strategies towards the continuation of our improvement agenda in 2018 &amp; beyond.</p>	<p>A third priority at St Joseph's for 2018 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 took 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 higher achieving students.</p> <p>To ensure the effectiveness of this initiative, a review of the school's approach to the differentiation of the curriculum will take place with modifications established and adjustments made. As a result, Individual Learning Programs will be designed for our high achievers - with personalised goals set and tracked -following discussion with parents.</p> <p>Students will take part in the Maths Olympiad in 2018 and a cohort of students from each of the classes will take part in a Gifted / Enrichment program one afternoon a week.</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 2017. 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 and challenge all students involved. A number of students took part in the Premier's Reading Challenge and many children also took up the opportunity to compete in the University of Newcastle Maths Competition. The results proved to be most encouraging from all involved. Our Year Five & Year Six 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.

Targetted students in Stages Two and Three took part in the Maths Olympiad competition during the year with great success. At the same time, the Year Six class took part in a class Olympiad with questions of similar complexity and requiring a variety of strategies to successfully solve.

Following classroom activity & preparation, students from the senior classes took part in regional Public Speaking and Debating competitions during the second half of the year. They had the opportunity to work as a team against teams from each of our schools - gaining invaluable insights and self - confidence in their

Public Speaking.

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

During 2017, 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.

All students were given opportunities to participate in assemblies, liturgies, Masses, art and craft days, keyboard and guitar tuition, drama and musical performances at school assemblies & cultural celebrations.

The school was also involved in the annual Dungog Show later in the year 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 for all to observe.

During Term Three, Students from Kinder to Year Four had the opportunity to travel to Newcastle to attend a dramatic performance "Mr Stink" and to visit the nearby Newcastle Museum.

The senior classes travelled to Canberra during Term Four and attended many of Canberra's major tourist attractions.

## Sporting achievements

During 2017, 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 2017. A number of students also attended regional trials for both Summer & Winter sports at various venues across the Diocese throughout the year.

The School Swimming Carnival, Athletics Carnival and Cross - Country involved all students - however it is only students 8yrs and over who are eligible to represent the school at the next level of competition.

During 2017 (as with previous years), students in our Kinder, Year One & Year Two classes attend an Intensive Swimming Class each day over a two - week period towards the end of the school year at the local Swimming Pool.

The local Bowling Club generously provided our Primary students with Lawn Bowls skill development during Term Four. The students enjoyed the activity sessions and quickly developed the essential skills required to both enjoy and compete in the game of Lawn Bowls.

## 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	71.43%	73.90%	7.14%	10.00%
	Writing	92.31%	74.40%	0.00%	7.50%
	Spelling	71.43%	68.80%	14.29%	13.10%
	Grammar	85.71%	75.00%	14.29%	10.50%
	Numeracy	64.29%	67.10%	21.43%	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	78.57%	63.00%	7.14%	14.60%
	Writing	53.85%	47.90%	0.00%	19.40%
	Spelling	57.14%	63.00%	14.29%	14.10%
	Grammar	57.14%	59.90%	21.43%	17.50%
	Numeracy	85.71%	57.60%	7.14%	14.60%

## Staffing Profile

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### 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 all classroom teachers working full - time.

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

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

In 2017, a Music tutor worked at the school - teaching guitar & keyboard to individual students two days each week.

In 2017, one of the teaching staff was released from class for one day each week to focus on the curriculum development at the school.

### 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

97%

### Teacher Retention

100%

The Learning Support teacher from the past two years took over a new position outside of the Catholic School's Office and was replaced for the 2017 school year. All other existing staff from 2016 remained at St Joseph's in 2017.

During the year, a permanent staff member went on extended long- service leave and was replaced in her class by an existing permanent member of Diocesan staff during her absence. In addition, a second staff member took Maternity Leave from the commencement of Term Three for the remainder of the year. She

was replaced by a temporary teacher for the second half of 2017.

No further staffing changes took place in 2017.

### Professional Learning Undertaken

Throughout 2017, 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 2017 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 2018.

All staff attended a staff Reflection Day as part of their ongoing Faith Accreditation late in the school year.

The new Diocesan Learning Framework was unveiled during the School year and several members of staff attended the project launch and Professional Development day surrounding the framework at Lochinvar.

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

The school will be moving to a new Diocesan IT program in 2017. In preparation for this changeover, two teachers and two of the school Administration staff taking part in two days of orientation to the new program and the completion of information from our school in order for a smooth transition to take place from the commencement of the 2017 school year.

As part of ongoing Child - Protection training and to meet mandated CP staffing requirements, almost half of the staff attended a Child Protection Training day in Newcastle mid way through the school year

Staff representation was also utilised at a variety of school – related meetings including Sports Council, IEU meetings, & at various Parish & Diocesan Assembly meetings & PD Days.

All executive members of staff attended a variety of Regional PD activities during 2017.

Several members of staff were also trained in the effective use of the National School's Improvement Tool - designed to drive the Improvement agenda within the school community for the External Review which took place in mid Term Three.

## Parent, Student and Teacher Satisfaction

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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

The staff was affirmed by the amount of positive data provided by the parents/carers in the COSI External Review Survey concerning the well-being of their children.

From the parent/carers perspective, the Catholic Identity of the school was tangible. The parents stated in the survey documentation that school was a positive experience for the children and their varied needs were being catered for. Parents/carers also appreciated the high expectations that were being set at the school and they felt that the school was a safe, supportive, happy and inclusive learning environment for their children.

The school enjoys a very sound working relationship with our parent body and the opportunity for parents to have regular contact and access with the school was a constant theme concerning parental satisfaction.

### 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.

In 2017, a school council was successfully implemented - 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.

Junior students all enjoyed their Cultural Excursion to Newcastle to see a Roald Dahl Play and visit the Newcastle Museum.

The senior students travelled to Canberra in November to take in the sights of the city and focus particularly on the two Houses of Parliament, The National War Memorial and the National Museum.

### Staff Satisfaction

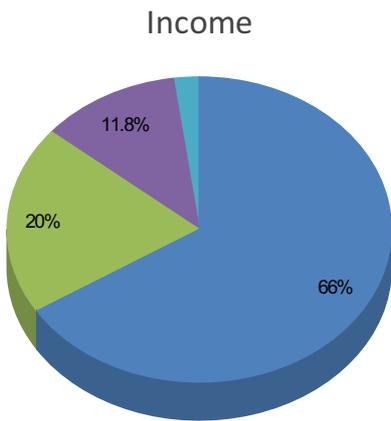
The staff of 2017 enjoyed a wide variety of opportunities for professional learning throughout the year to develop both individual strengths and the overall effectiveness as a staff. Provision was made for professional learning teams to meet and work collaboratively – utilising the talents of our existing staff & the expertise from the Catholic Schools Office on a variety of themes throughout the year.

The staff relished the opportunity to to carefully analyse three of the Domains from the National Schools Improvement Tool. As a staff, the school was rated in each domain & strategies were discussed, data gathered & an improvement agenda was implemented in each of these Domains. These strategies were then presented to the review panel as part of the External Review of the school which took place mid year.

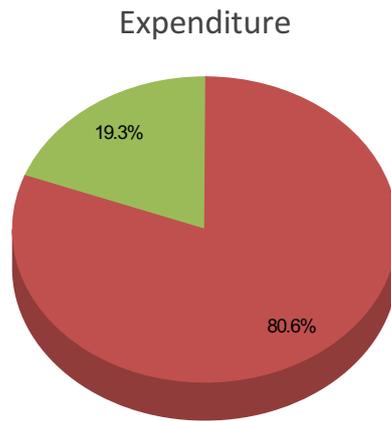
Feedback provided to the staff following the External Review was most affirming and did a great deal to ensure the satisfaction of all staff.

In 2017 there was a minimal changeover of staff and this allowed for a continuation & development of initiatives from the previous year.

A number of varied social activities were seen as an integral part of staff well - being during 2017.



- Commonwealth Recurrent Grants (66%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (11.8%)
- Other Capital Income (2.2%)



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (80.6%)
- Non-Salary Expenses (19.3%)

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 <sup>1</sup>	\$893,094
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$270,944
Fees and Private Income <sup>4</sup>	\$159,405
Other Capital Income <sup>5</sup>	\$29,323
<b>Total Income</b>	<b>\$1,366,278</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,132
Salaries and Related Expenses <sup>7</sup>	\$1,002,991
Non-Salary Expenses <sup>8</sup>	\$239,787
<b>Total Expenditure</b>	<b>\$1,243,910</b>

For the 2017 year the St Joseph's Primary School received \$13,512 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, 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**

**DUNGOG**

**Phone: 4992 1377**

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