

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



St Joseph's Primary School, EAST MAITLAND

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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

Principal's Message

2017 was a very successful year for St Joseph's Primary School. The students have been supported and nurtured in their endeavours to learn and develop by a caring and dedicated group of professionals who value and encourage family and community involvement. It has been truly a fantastic year and I am grateful to have the opportunity to serve the parish and school.

During 2017 the students of St Joseph's have participated in a wide range of teaching and learning experiences and extra curricula activities. Our school hosted the Opening School Mass, Catholic School Week, Welcome Barbeque, Grandparent's Day, Mother's Day, Father's Day, Book week parade, the swimming and athletics carnival, the school fun run and our end of year Mass. We held our first Art Show where each class studied an artist to create some fabulous art work. In addition, we participated in Science Week enjoying the opportunity to investigate and experiment with a variety of hands-on science activities at the inaugural science fun day.

In 2017 our School Improvement Plan focus area for development was writing and literacy. A Leading Teacher was appointed. The staff received Professional Development in the use of the Literacy Continuum and planning and teaching the Balanced Literacy Block. We implemented the 120 minutes of uninterrupted literacy for the junior years and we improved knowledge in developing writing skills. This extensive professional development up skilled the teachers in contemporary pedagogy and classroom practices to improve learning outcomes for the students. The teachers continue to be excited to be part of this initiative and are confident that our school results will reflect the sound teaching practices.

We were fortunate to be the recipient of the ANZAC memorial grant and Raise the Flag Grant which was used to build a beautiful remembrance garden with three flag poles. This wonderful space was opened at the Memorial Day Service held in November. In 2017 we also received a grant to become a Gifted Education School. A GEL teacher was appointed who commenced the process of educating staff on best practice in this area.

In term 3 the school held the Annual Public Speaking Competition. Students from each stage competed admirably and our winning students were able to compete in the Regional Public Speaking Competition. We also participated in the regional debating competition and science and engineering challenge. The school choir competed in the Abermain Eisteddfod.

2017 has seen a revitalisation of the Infants Quad with the building of Tiered Seating which was paid for by the P&F. During 2017 we have focused on providing opportunities for the early learners to experiment and learn in an exciting playground. Work on the Infants Playground has included a sandpit, boat, fairy garden and cubby house. We are excited about the prospect of further development in 2018.

Be gentle on yourselves and your children.

Marie Butel-Simoes (Principal)

Parent Body

During the past twelve months, our small but very energetic and dedicated P&F team, have once again through a variety of events, celebrated the importance of families in the lives of students. This has gone a long way towards fostering a true sense of community between students, parents, the school and Parish.

Our P&F meetings during the school term have provided the forum to hear from staff members, from activities such as the latest teacher training being undertaken to the learning about new student desks being ordered for the classroom. These meetings are an invaluable insight into understanding how much activity and drive is made to achieve the best for our children at St Joseph's.

The P&F Committee strive to create activities where all the members of the School community can come together for St Joseph's, East Maitland. Throughout the year we achieved this with many very enjoyable activities undertaken. Our BBQ's are fantastic events which bring many people together, with a Kinder & New families BBQ introducing our new families to the School, through to our Mother's and Father's Day activities, where we had more than 400 people attend on one morning for Mother's Day.

After a very successful fun run last year, another fun run was coordinated for the year, and again was a great success. Our children received many stamps, dodged the odd water 'fight' and generally had a

fantastic day thanks to our many volunteers on the day. With the moneys raised due to the fun run, the total contribution back to St Joseph's from the P&F over the year was just over \$30,000. We have seen this contribution go into much around the School, with the new play areas in the Infants Quad and Playground just one large facility we can see in use every school day.

The P&F Committee has had a fantastic year, with the financial contribution back to the school, the information shared at the P&F meetings and fantastic activities throughout the year.

Finally, it is the dedication and selfless contribution by the P&F Executive, the many wonderful parent volunteers, support of the Principal, staff and Parish that have allowed the P&F Association to achieve such positive results and continue to play an important role within our school community. (P&F President, Mr Ross Kooi)

Student Body

2017 began with the annual School Swimming Carnival with the newly elected sport leaders assisted on the day. Students eight years and older participated in the carnival.

The tradition of Kindergarten Buddies continued this year. Year 6 students were paired with a Kindergarten buddy to help settle them into school routines.

Representatives from each class from Years One to Six were elected to the Student Council early in the year.

With the guidance of the Captains and Prefects, the Student Council organised the Easter Raffle, the Annual Talent Quest. The student council under the guidance of the captains and prefects lead our school environment program of NUDE Food.

Students from Stage 3 participated in the Maitland Council Environmental Forum and brought valuable information back to the Student Council about ways we can manage waste in our school and care for our school environment. With the help of the P & F the students held a school disco in Term 3. Funds raised were donated to charity.

A large number of students represented the school at Remembrance Day ceremony and ANZAC Day marches in East Maitland and Morpeth. School leaders took part in each of the ceremonies by reading or presenting books and wreaths.

Students from Kindergarten to Year 6 participated in Joey's Super Squads to complement our school's Friendly Schools and Kids Matter programme. Year 6 students, with the guidance of their teachers, organised activities to promote resilience, friendships and connections to significant days in the year such as Mother's Day and Father's Day.

Year Six once again organised and held a 'Mission Fete' during Term Four.

The activities included Trash n Treasure, Cake Stalls, Lucky Dip, Games, Photo Booths and entertainment from year 6 students. The mission fete helped to raise over \$3000.00 which was split between St Vincent de Paul, Catholic Missions and Caritas.

The Sports captains demonstrated their leadership at the annual swimming and athletics carnival. In addition they lead a march pass and assisted at the school Fun Run.

The Captains and Prefects of 2017 showed their leadership skills each day at morning assemblies and mid – week during award and class presentation assemblies.

(Student Council)

SCHOOL FEATURES

History of the school

St Joseph's School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. The school was founded by Father John Therry around 1830, the Sister's of Mercy commenced their work as the main educators from 1885. At the heart of the school is the charism of the Sisters of Mercy who founded the school. The values are respect, kindness, love, honesty, acceptance, tolerance, forgiveness, service and compassion provide the school with the *9 Keys to Success*.

In 2002 the school became a K-6 school following the amalgamation of the nearby St Vincent's and St Mary's Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program.

Location/Drawing Area

The school is located in East Maitland, Hunter Valley, adjacent to the New England Highway. The school is a part of the Chisholm Catholic Pastoral Region. The students come from predominantly Catholic families who are seeking a Catholic education. Up until 2017 students mainly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. In 2017 the introduction of zoning for Catholic Schools has streamlined the suburbs that are best suited to attend St Joseph's which no longer includes Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. Students who live out of the school's zone are able to apply to attend St Joseph's with permission of their zoned school.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's was established by the Mercy Sisters and continues to promote the values of the Mercy Charism in students today. The Mercy insignia is the basis of our school crest and is included on the student badges, in our school banner, our letter head and on signs hung on our school buildings. Our school motto "Together with Christ" is also included on the school crest and students are encouraged to use this motto along with the school mantra "Learning with Care and Respect". Prayer is an important part of each day when we assemble as a school community and in the classrooms. Every classroom has a sacred space for prayer and reflection. Both formal and informal prayers are an integral part of every day. Staff prayer is held once a week. Classes attend Mass once a month in the local Church. Other liturgical celebrations focussed on key events that occur throughout the year. The year began with an Opening School Mass where new students, staff and families were welcomed into our community. Liturgies and prayer services were celebrated for Catholic Schools Week, St Joseph's Feast Day, Holy Week, Easter, Grandparent's Day, Mother's Day and other significant feast days.

Family, Parish and Diocesan evangelising and catechesis

The school has close connections with the parishes of East Maitland and Morpeth. A number of staff members attend Mass in either of these parishes with some actively involved in a variety of ministries. Four teachers are members of the Parish Sacramental Team which supports both parents and children in completing the Sacraments of Initiation. The school highly promotes 'Kids Mass' and held on the first Sunday of each month at St Joseph's Church, for the Chisholm Region. During 2017, the Kindergarten children for 2018 and their families were welcomed by the parish community at a parish Kid's Mass. The school guitar group assist with the music at the Regional Kid's Mass and students are actively involved within the Mass. Some students, regularly attend the ACTiv8 Youth Group held once a week. The Youth Group provides opportunities for students to pray, worship and enjoy activities together as well as providing the opportunity to train as Altar Servers. The Activ8 Team joined in and supported a number of school celebrations and used our school's grounds for some of their activities.

Christian Discipleship

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. Two teachers attended the Experienced Teacher's Retreat in 2017. A Staff Spirituality day was held in Term Four and further opportunities for Staff Spirituality were held throughout the year. Joey Squads continued this year and consists of multi-aged groups from each class coming together with Yr 6 students as leaders and facilitators. Activities included key aspects of "Friendly Schools Plus". The Chisholm Region sacramental program continued this year with many children receiving the sacraments of Eucharist and Confirmation. Meetings are held throughout the year which provide faith development and support for families wishing to present their children for the Sacraments of Initiation. This is a parish based, family centred, school supported program.

Religious Education and Curriculum

The teaching of Religion is aligned with the Diocesan programming policy. Each class has a daily structured lesson that develops the students' knowledge and understandings of Catholic Faith. During 2017 teachers were supported in their role as Religious Educators by the Diocesan K-12 Religion Syllabus and Units of work based on specific content. Following the introduction of new units of work, a new Diocesan K-6 Scope and Sequence was introduced to classes during 2016. In 2017 new units for Stage one and Stage Two continued to be implemented during 2017. The school is well resourced to support the teaching of the all units and new resources continued to be purchased throughout 2017 to support the teaching of Religious Education. Year 6 completed the Religious Education Test in 2017 with most students achieving a High Distinction, Distinction or Credit.

Initiatives Promoting Respect and Responsibility

St Joseph's maintains an effective Pastoral Care and Discipline Policy. The Policy, and procedures are founded on the teachings of Jesus. During 2017, the Keys to Success, based on the values of the Mercy Charism were reinforced to students over a three-week cycle. The values are listed on the weekly Christian Values Award with an emphasis on one value at a time being taught through signage, assemblies and in

classrooms. The school supports Caritas and Catholic Mission. Year 6 run a Mission Day to raise money and awareness of those less fortunate. Prayer services are held to recognise to our Indigenous Australians during Reconciliation Week & NAIDOC Week. Harmony Day is celebrated to pay respect to other cultures in our community. The Mini Vinnies team meet regularly to support those in need within our community. During the year primary classes visit the local nursing home to entertain and converse with the residents. The St. Vincent de Paul Society continues to operate a breakfast club for the children. The school the annual St. Vincent de Paul Christmas appeal, providing necessary food supplies and enabling needy families the opportunity to celebrate during the Christmas period.

Student Profile

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

| LBOTE* | SWD* | Indigenous |
|--------|------|------------|
| 11 | 16 | 13 |

*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 | 60 |
| Year 1 | 59 |
| Year 2 | 59 |
| Year 3 | 60 |
| Year 4 | 60 |
| Year 5 | 61 |
| Year 6 | 56 |
| Total | 411 |

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 |
|----|--------|--------|--------|--------|--------|--------|----------------|
| 95 | 94 | 94 | 94 | 95 | 94 | 94 | 94 |

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

A focus on Student Rights and Responsibilities during 2017 reinforced the atmosphere of mutual respect, care and understanding as a feature of St. Joseph's school life. During 2017 St Joseph's was able to re-establish the position of Pastoral Support Worker, who works along with the school staff to ensure all students' needs are identified and catered for.

The most popular student welfare programs offered were:

- Kindergarten and Year Six Buddy program;
- Joey's Squads
- Student Council
- Year Five camp and leadership preparation
- Seasons for growth

St Joseph's Student Welfare Policy is effective. No changes have been made to this policy during 2017. The policy is available from the school office.

Discipline Policy

The appointment of a new principal during 2017 led to a review of how St Joseph's school works towards its goal of developing self-discipline and responsibility in each child. The school policy reflects and draws on the principles of the CSO Pastoral Care Policy. Recognition of student achievement, through weekly class awards, Christian Values awards, announcements at school assemblies and in the school newsletter all encourage good citizenship. The Mercy Tenets became a focus for 2017.

St Joseph's Pastoral Care and Discipline Policy records clear descriptors of behaviour, response and repair. A critical component is the Responsible Thinking Room where time and space is provided for teachers to mentor children. Restorative Justice principles are employed. Communication with parents remains critical.

The policy provides clear guidelines for teachers and students and supports them and parents towards positive outcomes. No changes have been made to this Pastoral Care & Discipline during 2016. The Policy is available from the school office.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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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 the school focussed on three key areas:

1: Catholic Identity

- Broaden the school’s understanding of and commitment to Social Justice
- Deepen the understanding of Catholic Identity in the school’s RE programs.
- Enhance the spiritual formation of staff

2. Improving the learning outcomes for students through

- Through the use of evidence-based approaches to lift the performance of all students.
- Increase in individual student competencies in writing (Years K-6) Writing through targeted professional learning, intervention strategies and consistent pedagogy.
- Develop the school’s capacity to meet the needs of Gifted students

3. Leadership, Service & Governance

- Implementation of Professional Planning and Development (PP&D) processes for all teachers.
- Further develop the implementation of the KidsMatter Framework
- Establish Governance Procedures
- Full and deeper engagement with COSI- CSO school review process.

School Academic Priorities

| Key improvements achieved this year | Key improvements for next year |
|-------------------------------------|--------------------------------|
|-------------------------------------|--------------------------------|

| | |
|---|---|
| <p>The focus on developing Social Justice in 2017 has been driven by the the Mini Vinnies group and the Kidsmatter team. The Mini Vinnies has successful raised money for caritas and catholic missions, they have initiated the early bird reading sessions. This service program supported the infants children with their reading before school during Term 2 and Term 3. The Mini Vinnies also organised the Easter raffles and the Christmas Food appeal. The group meet on a regular basis and were always looking for ways to assist others. They attended a regional conference day to share their ideas.</p> <p>During 2017 the Kidsmatter Team set up a group to assist families in the school that were experiencing hardship.In Term 4 the Kidsmatter team organised a successful wellbeing fair for parents.</p> <p>The Education officer worked at staff meetings with staff to deepen their understanding Catholic Identity. The Staff attended a series of staff meetings and a spirituality day to deepen their own spirituality. Staff were also given retreat opportunities away from school.</p> | <p>It is planned that the school broaden its understanding of the Mercy Charism and embed this into a Positive Behaviour for Learning Program . In addition a review of Student Leadership is planned to strengthen leadership across the stage 3 students. A strong focus on Social Justice will continue. Further work is required to embed our Catholic identity into all learning policies. Further opportunities for staff spiritual formation will also be provided.</p> |
| <p>During 2017 a significant focus has been placed on improving the learning outcomes for students.</p> <p>In stage PLC meetings teachers have used student assessment data and the literacy continuum to tier student learning and develop learning goals for students, intervention and extension activities.</p> <p>An increase in individual student competencies in writing (Years K-6)Writing has been achieved through targeted professional learning, intervention strategies and consistent pedagogy.Teachers have attended a variety of Professional Learning to deepen their understanding of evidence-based approaches to lift the performance of all students. These have included Writing Skills with Dr Alison Davies, Seven Steps to Writing, the Balanced Literacy Block, the Literacy Continuum ,Professional Learning Teams and Visible Literacy Practices.</p> <p>Develop the school’s capacity to meet the needs of Gifted students through attendance at PD with education officer and GEL teacher. The implementation of a gifted writing program for selected primary students. Attendance and involvement in the ASPIRE writing workshops and drama workshops.</p> | <p>A major component of the School Improvement Plan will be a focus on the improvement of Writing outcomes across the school. The Lead Teacher will work intensively with the teaching staff in Professional Learning Teams with a focus on using data to differentiate learning activities. In Year 1 to 6 the teaching of spelling will be reviewed and targetted explicit instruction will be a character of the pedagogy. Identified maths strands will be reviewed using data to formulate specific differentiated program. The school will continue developing skills to meet the needs of Gifted students through the work being done by the CSO in this area.</p> |

| | |
|---|---|
| <p>Professional Planning and Development: The teaching staff performed observations of colleagues and gave feedback with a focus on visible literacies strategies. The principal meet with all staff and provided mentoring and guidance.</p> <p>he school's Leadership Team were supported by the school principal. These members in turn supported the remainder of the teaching staff to set goals, check in during the year, and assess their progress by years end, giving examples of their progress towards the stated goals.</p> <p>Teachers, with support, set professional learning goals, aligned with the Australian Professional Teaching Standards, for the year and explored professional development opportunities and strategies to assist them meeting these goals.</p> | <p>The school will focus on the Self -Review process, evaluating teaching and learning in the school. In addition, the school will implement the NESA Teacher Accreditation process through the use of PP&D Plans. This will be linked closely to the School Improvement plan. Playground upgrade will be a key feature of next year.</p> |
|---|---|

Academic Achievements

At St Joseph's we take pride in offering an inclusive, quality, Catholic education for all students. Students at St Joseph's have the opportunity to participate in the UNSW English, Mathematics, Digital Technologies, Science, Spelling and Writing competitions.

In 2017 Stage 3 students participated in the Newcastle Permanent Mathematics Competition with many gaining Distinction or Credit for their effort. One student was awarded as Regional Winner.

A team of students was selected from Year 6 to represent the school in the Regional debating competition. They were a credit to the school and performed extremely well.

Students had the opportunity to participate in the Regional Public speaking competition. Our finalists were very enthusiastic about the day and performed admirably. One student progressed to the Diocesan Finals.

Year Six students also participated in the Science and Engineering Challenge. After a busy day, we were all very excited when one of our teams was named as the overall winner on the day.

Students with particular gifts participated in the Aspire Writing workshops with great success. Two students were finalist in Aspire Song Writing Competition.

Cultural achievements

During 2017, the program presented by the Upper Hunter Conservatorium of Music continued to engage and challenge the young but enthusiastic school band.

During Catholic Schools Week 2017 the inaugural St Joseph's Art Show was launched. Inspiring art pieces depicting the theme of 'A New Beginning' were displayed and purchased by eager parents.

The annual Talent Quest again provided a great forum for school leaders to develop their skills through organising and managing eleven lunch and a grand finale` which allowed many students to display their entertainment skills, and many more to enjoy the entertainment.

An enthusiastic group continued with guitar lessons which allowed them to support school liturgies and parish celebrations. During 2017 an Infants and a junior primary choir nominated for the regional eisteddfod. Students participated in the regional debating and public speaking competition with significant success.

Annual social dance evenings again drew the Stage Two and Stage Three years to a close. Time spent learning the suite of social dances culminated in two successful and enjoyable evenings.

Sporting achievements

During 2017 students at St Joseph's were given many opportunities to experience a variety of sports. In 2017 these sports included Sports in Schools, (Kindergarten, Year 1 and Year 3), Gymnastics (Year 2, 4, 5, 6), Water Safety Swim & Survive (Year 2, 4 and 6) and Lawn Bowls (Year 5 and 6). The students in stage 3 participated in the regional Les Darcy Sports Day and friendly basketball competitions with local schools.

The school continued its tradition of participation and success in both individual and team sports, including Swimming, Athletics, Cross Country, AFL, Tennis, Hockey, Soccer, Basketball and Cricket.

Students represented at Diocesan and Polding Trials for Swimming, Cross Country, Rugby, Netball, Touch Football, Basketball, Football and trials for Athletics.

Student represented at the NSW trials in Basketball, Athletics and Cross Country.

In 2017 one student was the recipient of a medal for achieving First Place at State Level in the 100 m sprint. This same student broke records at Regional, Diocesan and Polding carnivals.

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 | 83.05% | 73.90% | 6.78% | 10.00% |
| | Writing | 58.33% | 74.40% | 5.00% | 7.50% |
| | Spelling | 78.33% | 68.80% | 6.67% | 13.10% |
| | Grammar | 81.67% | 75.00% | 10.00% | 10.50% |
| | Numeracy | 74.58% | 67.10% | 6.78% | 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 | 83.33% | 63.00% | 13.33% | 14.60% |
| | Writing | 36.67% | 47.90% | 11.67% | 19.40% |
| | Spelling | 73.33% | 63.00% | 10.00% | 14.10% |
| | Grammar | 53.33% | 59.90% | 23.33% | 17.50% |
| | Numeracy | 65.00% | 57.60% | 11.67% | 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). | 26 |
| 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 | 26 |
| Total non-teaching staff | 14 |
| Grand total | 40 |
| Percentage of teachers who are indigenous | 0 |

Teacher Attendance

The Teacher Attendance for St Joseph's in 2017 was 94%.

Teacher Retention

100%

The 2016 Principal left to take on a position in another school. One teacher retired and one teacher reduced their classroom teaching time. One temporary teacher left as the permanent teacher returned from Maternity Leave.

Professional Learning Undertaken

During 2017, much time was devoted to professional learning in the area of Literacy with a particular focus on developing writing which was led by the Lead Teacher. In addition a focus was placed on developing skills to cater for gifted students.

The teachers were provided with a variety of opportunities to deepen their knowledge by attendance at Professional Development Days, Professional Learning Meetings and a variety of staff meetings. The Leadership Team attended a number of assemblies and Professional Development sessions and days to develop deeper understanding of the key focus' of the school's Improvement Plan.

CSO personnel visited the school to provide on-site training and advice. Inservice on PP&D, COSI and Spirituality were key on-site areas for development.

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

In 2017 the school worked on a consultative model using survey monkey and parent meetings as a way of ascertaining parent feedback. Regular reports were provided in the school newsletter and outlined at Parents & Friends meetings which were held each month. Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all. The school has received significant positive feedback around implementation of the School Improvement Plan in 2017.

Student Satisfaction

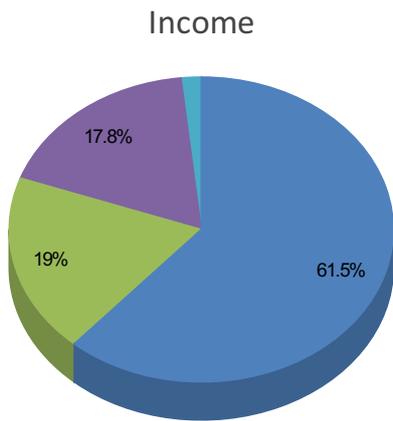
Through the Student Representative Council, all students have a voice at St Joseph's when it comes to issues affecting their wellbeing. Student Councillors in each grade level from Year 1 to Year 6 are on the Student Council. Kindergarten students are represented by their Year 6 buddies.

With the guidance of the Captains and Prefects, the Student Council organised the Easter Raffle, the Annual Talent Quest and continued work with environmental awareness with recycling and Nude Food. The group worked together to develop competitions for recycling and rubbish bin posters as well as beginning a recycled bottle cap collection to go towards an artwork to be displayed around the school.

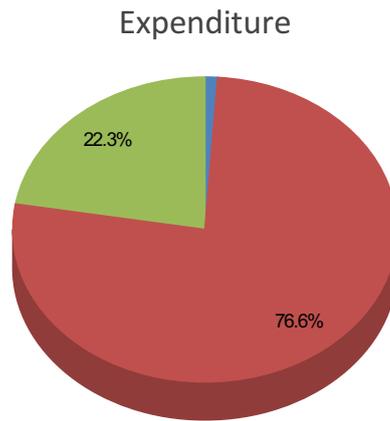
The leadership team are informed of any issues raised and give due consideration to any requests to improve the amenity of the school or initiate a new program to further enhance the wellbeing of students. Students are strongly encouraged to also speak to staff about any concerns they may have. Also their individual achievements, inside and outside of school are recognised and celebrated.

Staff Satisfaction

The teaching staff at St Joseph's meet on a regular basis, mostly focussing on professional learning and improving student outcomes. All staff meet in a range of other forums so their ideas and their concerns can be heard. Whilst there are high expectations of all staff, it is also important that pastoral care is offered to them particularly when facing complex issues. There are a range of communication methods that are used within the school to keep staff informed as well as being heard. The staff at St Joseph's work hard and to be commended for their dedication and professionalism.



- Commonwealth Recurrent Grants (61.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (17.8%)
- Other Capital Income (1.7%)



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (76.6%)
- Non-Salary Expenses (22.3%)

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 ¹ | \$2,872,554 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$886,423 |
| Fees and Private Income ⁴ | \$833,195 |
| Other Capital Income ⁵ | \$78,955 |
| Total Income | \$4,688,800 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$45,631 |
| Salaries and Related Expenses ⁷ | \$3,285,777 |
| Non-Salary Expenses ⁸ | \$957,592 |
| Total Expenditure | \$4,289,000 |

For the 2017 year the St Joseph's Primary School received \$17,673 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, 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

EAST MAITLAND

Phone: 4933 5536

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