



2018

ANNUAL SCHOOL REPORT

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St Joseph's Primary School, TAREE

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About the Annual School Report

St Joseph's Primary School is registered by NESA 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 "Come in Colour" theme disco; in Term 1, where the students had fun dancing the evening away. Meanwhile parents were able to mingle over a cuppa in the Stephanie Alexander Kitchen Garden (SAKG) room.

Due to the popularity of pop corn in our school, the P&F donated another popcorn machine to the canteen, to replace the previous one.

Our P&F provided support in being part of the selection group for the smart looking, school logo back packs and library bags.

Term 3 we were back to the school hall for the "farmer theme" disco, everyone had a great time, and again parents were able to socialise in the SAKG room.

Meanwhile our main project of the year is P&F Adventureland, an outdoor adventure play area under the roof of the old infants play equipment. This is an exciting project that our P&F is able to fund, utilising the monies that we raise and the levy that you pay as part of your school fees, thank you.

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 supports 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.

This will be my last year on the committee as my children will all move to high school next year. It has been absolute pleasure to be part of an amazing team whose interests are for the benefit of the whole school community. We are so lucky to have a genuinely caring P&F that stick by our moto "Every Family Matters".

I look forward to seeing the P&F committee flourish in the year ahead.

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 and we met with our Pastoral Care Worker, Scotty to help us prepare and present our ideas to Mr Mowbray.

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.

Hannah Chicken and Jack Yi

SCHOOL FEATURES

History of the school

Ninety-five 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, Krambach 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, Nabic and Krambach.

Catholic Identity and Mission

Catholic Imagination and Spirituality

2018 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.

St Joseph's hosted regional spirituality days for students and staff with Sam Clear. Sam spoke to students and staff about his Walk4One campaign and reflect on our personal faith journey.

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.

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.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's is a vital part of the Parish of Taree. In 2018 we continued to work with Fr George & Fr James to strengthen our school and parish relationship. Ms Brotherton was wonderful in her role of REC and provided a clear example of evangelisation.

Children participated in numerous liturgical celebrations throughout the year. Each teacher took responsibility to prepare the children and the sacred space inside the Sister Ellen Shanahan School Hall, with such care and love. These liturgies continued to teach the children about the sacredness of the Catholic Religion and the magnificence of our faith.

Children lined up to begin and complete the Catholic Sacramental Program, This is a special and faith-filled journey that our students are supported and nurtured by the staff.

A highlight this year was the Our Lady of the Rosary Debutante Ball which was coordinated through the combined efforts of Mrs Brotherton and a number of parents and members of the Parish as well as Fr George and Fr James.

Christian Discipleship

MJR - Making Jesus Real is a philosophy that has become embedded into the life of all those in our School Community. This philosophy teaches children about how the spirit of Jesus lives within each other and how it is shown by the kindness and tolerance we show one another. Mrs Brotherton continued to lead the way in the Diocese with her youtube videos with Kevin. The students of St Joseph's and students from many other schools around Australia are now viewing these lessons and learning how they can Make Jesus Real in their day to day lives.

The School staff ensure they are grounded in their own faith formation by sharing prayers and fellowship opportunities at Thursday Breakfasts.

Each class has it's own sacred space and prayer is an important part of each day. Every class has a special prayer bag that went home each week.

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

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 2018 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.

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 around the school and increasing the knowledge of the Catholic faith.

This year our students and teachers have all worked very hard to improve academic performance across all the major Key Learning Areas.

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 in language.

Examples of our commitment to social justice throughout 2018, 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.

We have raised close to \$20 000 throughout the year for these organisations as well as our Local Farming Community suffering through the drought.

Student Profile

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

LBOTE*	SWD*	Indigenous
46	42	92

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	40
Year 1	63
Year 2	38
Year 3	54
Year 4	50
Year 5	51
Year 6	53
Total	349

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
89	91	91	92	91	90	89	90

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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, Mr Scott Waldron, student welfare has been enhanced so that support networks are in place not only for students, but also families from our school community. Scott, 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. This Policy will be reviewed in 2019. 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.

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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 2018 we continued our strong focus on developing our school as a Professional Learning Community. Our continuing strategic priority for 2019 and beyond is around 21st Century Learning Design and the creation and utilisation of flexible learning environments.

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 strong 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 has</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 Year 1. 2018 saw the design and construction of a flexible outdoor learning space for Year 5. Our library program is also following this path allowing all children in the school to participate in this form of pedagogy & learning environment with a strong focus on digital technology.</p> <p>These strategies have increased teacher collaboration and focused teacher pedagogy on student improvement.</p>	<p>In 2018 the whole school had a focus on numeracy and the development of skills in the area of recall and use of number facts. This will continue in 2019 with a review and update of a whole school agreed numeracy block. Professional Learning will be undertaken for staff to ensure that they are improving pedagogy in the KLA Mathematics.</p> <p>In 2018, K - 2 teachers began using the Learning Progressions and Plan 2. This will continue during 2019 with all staff undertaking Professional Learning in the use of Learning Progressions. Teachers will use the Progressions to plan, monitor and assess students.</p> <p>There will be a continued focus of differentiation for all students in Mathematics to enable teachers to target areas of need for students and to improve the educational outcomes for all students. Teachers will continue to analyse data gained from various assessments and use this to inform their teaching.</p>

<p>In 2018 we continued our focus on 21st Century Learning Design. 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. The use of technology in the Science and Technology Syllabus as well as digital technology remained a strong focus throughout 2018.</p> <p>Our Lab accommodates a Video Conferencing facility and a professional and versatile learning space for both staff and children. This VC Unit was utilised in the area of Gifted and Talented throughout the region with an extension Maths and Science group working via Video Conferencing with other schools in the Manning Region. We will focus on beginning to transform the Library Block into a flexible and challenging environment for students and staff.</p>	<p>In 2019 a major focus for the school will be student behaviour and wellbeing. The wellbeing of our students and staff is a priority of the school and we aim to enhance our current practices in this area.</p> <p>During 2018 the use of Check Ins, Feel Brave and other resources were trialed to provide some data around student wellbeing in the school. These will continue in 2019 with a continued focus on the wellbeing of all students and the work done with these resources will continue to be built upon.</p> <p>The school will be undertaking Professional Learning in Trauma Based Behaviour and Behaviour Management with Judy Mullen. This will then lead to the review of the schools Behaviour Management policy and the Wellbeing Policy. The school will also incorporate the philosophy of Making Jesus Real and Stronger Smarter and restorative practices into these policies.</p>
<p>Our relationship with our parish continues to be 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 2018 was the involvement of our students in various forms of ministry during Parish Youth Masses, including Music and Reading.</p> <p>In 2018 we continued with 'Making Jesus Real' . This has had a huge impact 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 Regional retreat experience with Sam Clear really impacted positively on our staff.</p>	<p>Continuing from the development of outdoor learning spaces the school will continue to develop their use of Play Based Theory Learning for K - 2. The outdoor learning spaces will be utilised during the day to implement sessions based around play based learning.</p> <p>This pedagogical approach will aim to increase the language and social skills of our infants students which is expected to also have an impact on behaviour and the improvement of learning outcomes for students.</p> <p>The school will undertake Professional Learning with Kim Moroney and Alison Cosway to provide teachers with the pedagogical research in this approach. Teachers will also observe the practise in action in classroom and work towards implementing this in their classrooms at a developmentally and academically appropriate level.</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. 2018 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 2018 we achieved great results in basketball, netball, rugby league, rugby union and AFL.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	72.50%	75.70%	11.80%	8.70%
	Writing	78.00%	71.70%	2.00%	10.00%
	Spelling	74.50%	69.60%	7.80%	12.50%
	Grammar	78.40%	73.10%	11.80%	11.30%
	Numeracy	63.30%	66.80%	14.30%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	55.60%	65.50%	22.20%	12.80%
	Writing	37.00%	43.70%	23.90%	23.40%
	Spelling	60.90%	63.90%	19.60%	13.50%
	Grammar	60.90%	64.40%	15.20%	14.30%
	Numeracy	51.10%	57.50%	13.30%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	26
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	26
Total non-teaching staff	19
Grand total	45
Percentage of teachers who are indigenous	3

Teacher Attendance

94%

Teacher Retention

2018 retention was: 100%

Mrs Fran Enilane has resigned and will remain in the Northern Territory in the Position of Principal, Mrs Sean Hassett has been appointed permanently to replace Fran.

Mrs Jacqui Burgess has taken long service leave prior to her retirement. Mrs Lisa Millard will replace Mrs Jacqui Burgess during her long service leave.

Mrs Natasha Brotherton has moved to Warners Bay in the capacity of Religious Education Coordinator. Mrs Brooke Saville has been appointed as REC.

Amanda Green will finish at St Joseph's and move to Wingham in 2019. She will not be replaced.

Mrs Yvonne Nies will complete her work as SAP Lead Teacher and will teach in the classroom in 2019. Mrs Belinda Bridgemann will take on the role of SAP Lead Teacher in 2019.

Mrs Mel Burke will be on maternity leave for 2019.

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 2018 Staff attended Professional Development in the following courses... Initialit, Aboriginal Spirituality & Cultural Awareness, Best Start Implementation and Data Analysis,

Mandatory Child Protection Training, Stronger Smarter, Making Jesus Real.

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.

The Executive Team worked with Nadene Kennedy at Regional Executive Meetings in relation to planning Professional Learning for staff and linking it to the SIP. 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. In 2018 our school survey all staff and parents. Once again the sense of community satisfaction was prominent. positive

A highlight of 2018 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.

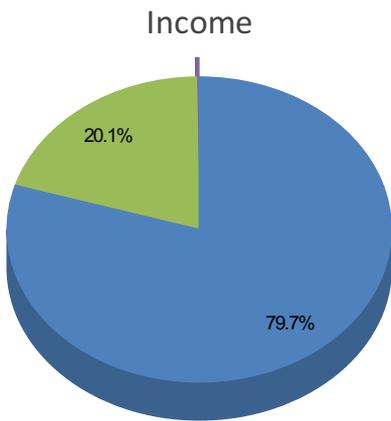
Student Satisfaction

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.

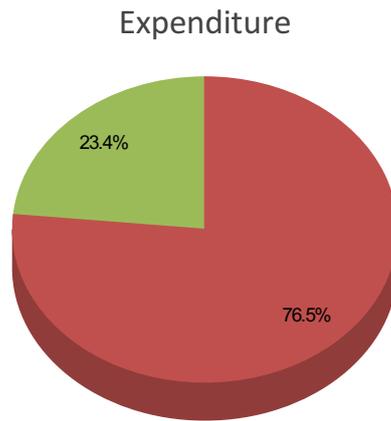
Staff Satisfaction

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 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 (79.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.1%)
- Fees and Private Income (0.2%)
- Other Capital Income (0%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.5%)
- Non-Salary Expenses (23.4%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,413,521
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,112,906
Fees and Private Income ⁴	\$13,614
Other Capital Income ⁵	\$57
Total Income	\$5,540,098

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$400
Salaries and Related Expenses ⁷	\$4,185,577
Non-Salary Expenses ⁸	\$1,282,156
Total Expenditure	\$5,467,733

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>