



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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St Josephs Primary School, KILABEN BAY

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About the Annual School Report

St Josephs 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

It is my pleasure to present the 2018 Annual School Report for St Joseph's Catholic Primary School, Kilaben Bay. The report presents an overview of the school's achievements, events and activities in the past year.

St Joseph's Catholic Primary School, Kilaben Bay is a Catholic co-educational K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is interwoven throughout the curriculum and extra-curricular life of the school.

Our Catholic school focuses on the faith formation of young people and educates them through the use of the diocesan Religious Education curriculum. We recognise parents/carers as the primary educators of their children – in both faith and life – and invite them into a close partnership with the school in maximising the talents and gifts of their children.

The foundation of the Catholic school is based upon developing and promoting knowledge and understanding of our Catholic story, its traditions, rituals, experiences and teachings.

St Joseph's is a well organised school and enjoys a proud reputation in the local and wider community. Clear procedures and regular communication is promoted by myself and staff which is appreciated and affirmed by parents, students, parish and the wider community.

School life is centred on the school's Vision and Mission Statements and the school motto of "Love One Another", which is strongly reinforced in daily life at St Joseph's. Our school's core values are respect, responsibility, honesty and learning. These values are displayed prominently around the school. We value rich learning, not only in an academic sense, but in the growth and development of the whole child. We strongly profess Gospel values for our students, parents, staff and all who make up our community. The school reflects a strong commitment to social justice.

Quality teaching and learning is our core business. Our school enjoys an outstanding reputation as an environment of high quality learning and teaching. The school is embracing learning technologies as tools of the digital age and encourage students to take responsibility for their own learning in a supportive and nurturing partnership with parents. We strive to resource our classrooms as innovative and supportive learning environments that reflect contemporary and differentiated teaching and learning. As we believe each child is different, we work towards nurturing and enhancing the unique gifts and talents of each child. Academically the school continues to reflect excellent results and the children continue to give their personal best.

The extent of our school's successes and achievements will be evident to you as you read this report. I commend the 2018 Annual School Report to you, copies of which are available from the school website.

Leigh Peacock

Principal

Parent Body

The Parents & Friends Association has an enthusiastic and committed team. Our goal is to work in unison with the Principal, teachers, community, families of St Joseph's Primary School and Parish.

The P&F communicate with the school community via regular meetings, updates in the school newsletter, separate P&F newsletters, the school notice board and skoolbag app. Communication with the parish is via the P&F meetings with a delegate of the parish attending.

In the past year the P&F has remained focused in improving the school environment and strong sense of school community spirit. We have had some great social activities for the children and families. We have committed funds to improving school resources and support all school policies.

The P&F welcomes all new Kindergarten parents on their child's first day with a welcome morning tea in the school hall. We arranged social events such as fundraising discos for the children. The canteen also holds BBQs and supplies catering for special events, such as the Father's Day Breakfast, St Joseph's Day and the Year 6 Farewell, which this year coincided with the School Disco at the end of the year.

In the past year the P&F Executive has constantly liaised with our Principal, Mr Leigh Peacock, who has always been supportive and enthusiastic and dedicated to the P&F reaching realistic goals. The P&F held a number of fundraisers during the year, such as Bunnings BBQ, Entertainment Book, Spring Fair and school discos. We also coordinated fundraising events such as the school's Easter Raffle and Mother's and Father's Day Stalls and the morning tea for the Kindergarten Orientation in November. In addition we introduced the online canteen ordering system and held an independent survey to receive feedback and suggestions for the future.

During 2018 the P&F donated funds contributing to playground improvements via a new eco natural learning playground and reading resources. The P&F also contributed financially to the Year 2 Swimming Program and the Year 6 Farewell.

Sarah Morris

President

St Joseph's Parents & Friends Association

Student Body

In 2018 our school continued our student leadership model with the election of six school captains and eight sports captains. These leadership roles were recognised with each student receiving a respective badge at the 2018 Student Leaders Induction Liturgy early in Term 1. The captains organise and lead the school assembly each day at morning line up and our main school assembly every Wednesday fortnight. They also represented the school at official functions. In 2018 this included community events such as Catholic Schools Week Mass, St Paul's School Opening Mass, ANZAC Day. Mission Mass, Year 12 Graduation Mass at St Paul's College Booragul and the Lakes Region Primary Young Leaders Day held here at St Joseph's Primary School Kilaben Bay.

The student leaders are an important link in communication between students, teachers and parents. They discuss school issues with the Principal and present ideas to communicate the needs of the children.

SCHOOL FEATURES

History of the school

St Joseph's Primary School, Kilaben Bay is a K-6 co-educational school in the Toronto district and surrounding suburbs. In 1984, the church and adjacent primary school were relocated from Toronto to a new site at Kilaben Bay, a

few kilometres to the south, ensuring that children and teachers at St Joseph's enjoyed the advantages of modern classrooms in an environment conducive to learning.

The culture of St Joseph's Primary School is one of shared values and a commitment to quality Catholic education. School life is centred on the school's Vision Statement and the school motto of "Love One Another", which is strongly reinforced in daily life at St Joseph's. Children educated at our school will grow in understanding and appreciating the core values of respect, responsibility, honesty and learning.

Our school is entering an exciting phase of planning to completely rebuild our school on our current site in the near future.

Location/Drawing Area

St Joseph's Catholic Primary School is located at 140 Wangi Road, Kilaben Bay on the western shores of Lake Macquarie in the Diocese of Maitland-Newcastle. We are situated in the Lower Hunter region of New South Wales. St Joseph's is in the Lakes region of Catholic schools in the Maitland Newcastle Diocese, along with ten other Catholic schools in the region.

We cater for Kindergarten to Year 6 students in the Toronto district and surrounding suburbs. Our children are drawn from our parish of St Joseph's Toronto including the local suburbs of Toronto, Kilaben Bay, Carey Bay, Coal Point, Arcadia Vale, Wangi Wangi, Buttaba, Rathmines, Awaba, Woodrising, Blackalls Park, Fishing Point, Bolton Point, Fennell Bay and Teralba.

At the completion of their primary schooling students progress onto St Paul's High School, Booragul to complete their secondary education.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's is clearly identified as a Catholic School in the local community. Our Catholic identity is well known and is foundational to who we are in our community. It is woven into the fabric of school life here at St Joseph's. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of Christian community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto of "Love One Another" in everyday school life.

Many visible signs in the school also identify St Joseph's as a Catholic School. Our school proudly displays a sacred space in the school entrance foyer. A beautifully painted school cross with indigenous themes is displayed in our school hall, along with two foundational Catholic banners of the Josephite and Mercy orders. Every classroom creates a visible sacred space with religious icons and symbols. Our Core Values and School Motto are displayed proudly on banners, boards and posters throughout the school.

Our religious celebrations and services incorporate the creation of a sacred space through story and symbol.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's Primary School is a vital part of the parish. The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters, formal meetings between REC, Principal and School and Parish Leadership Team. The Principal and Assistant Principal are members of the Parish Pastoral Council and attend meetings once a month and the REC attends Sacramental Team meetings with the Parish Leader. The school staff regularly attend parish events and the parish are invited to school liturgies, Masses and special events. The REC liaises with the Parish staff in planning Parish/School liturgical celebrations. Our student leaders and the Principal/REC attend Diocesan Masses and ANZAC Day /Remembrance Day Community Services. Many parishioners assist with the LAP program facilitated by our Pastoral Worker. Our school and parish host the annual Ecumenical Way of the Cross in our parish grounds.

Christian Discipleship

Staff attended an overnight Spirituality Retreat in Term 4. The theme for this retreat was "Sabbath Time." During Term 3, three staff members attended the Experienced Teachers' Retreat Phase 2. Weekly staff prayer takes place every Friday morning. The annual Regional Principals' Regatta Retreat was held this year during Term 1 and executive members took part in Spirituality Retreats during 2018.

In Term 4 our school hosted the Westlakes Primary Young Leaders Day and our Year 5 cohort and teachers were in attendance.

Staff are rostered on to prepare Staff Prayer each Friday morning. Regular updates of Spirituality courses and retreats are advertised in staffroom. Each year we invite the Catholic Mission School Liaison Officer to the school for our Mission Fun Day presentation. In 2018, the Diocesan Director of Catholic Mission attended this presentation. Our Year 6 students are vitally involved in organising stalls for this day, with all fundraising going to Catholic Mission.

In 2018 a Mini Vinnies Conference was inaugurated at St Joseph's.

In addition, our school community raises funds and assists families in need throughout the year e.g. "Fiver for a Farmer" Day.

Religious Education and Curriculum

St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. All teachers have been serviced on the new diocesan units of work. Year 6 students participated in the Sydney CEO Religious Literacy Test. After analysis of the data the areas in need of development were identified and following consultation with staff at staff

meetings some strategies to improve Religious Literacy results have been implemented. New resources have been purchased to support units of work this year and will continue to be purchased as required with the RE budget in 2019.

The children enjoy sharing quality work in Religion and successes are celebrated. Posters, crucifixes and visuals to develop Religious Literacy are displayed in class and are available on staff share. Prayer is a focus in every class. Students participate actively in Liturgy and are taught the responses and the order of the Mass. The 'Make Jesus Real' philosophy was implemented in 2018 launched in Term 2 and the purchase of workbooks for every student.

Initiatives Promoting Respect and Responsibility

An integral part of our “Positive Behaviours for Learning” framework is the integrating of our four school core values: respect, responsibility, honesty and learning. Safety is an additional value that is focused on. Every week there is a theme based on our core values that the school community focuses on. The school reinforced these core values and statements by creating professional message boards around our school campus.

Catholic Mission is the main focus of our school’s social justice initiatives. The children initiate and organise fundraising activities with an emphasis placed on giving in order to help those less fortunate. In 2018 the school raised \$3300 for charities - Catholic Mission, Caritas Project Compassion and St Vincent de Paul Society. We raise \$1700 for Fiver for a Farmer for drought effected families in Merriwa NSW. The school has developed a reputation for its outstanding generosity and fundraising. This is demonstrated by assistance, both financial and practical, to members facing difficult circumstances. In 2018 our school community responded wholeheartedly in supporting a number of families in times of need.

Student Profile

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

LBOTE*	SWD*	Indigenous
26	17	9

*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	36
Year 1	37
Year 2	37
Year 3	35
Year 4	29
Year 5	29
Year 6	49
Total	252

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
94	88	88	90	91	91	91	91

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

Student Welfare is incorporated into the school's Pastoral Care, Bullying, Child Protection and Special Needs Policies.

Class teachers play a key role in the care and support of students. Strategies such as weekly Merit Awards, Courtesy Awards, Principal's Awards and Birthday cards at Assembly and in the school newsletter promote positive opportunities and recognition for both academic and extra-curricular achievements.

During the year staff updated their CPR qualifications.

The school's Pastoral Care Worker (PCW), continued in 2018 with the aim of continuing to strengthen and nurture the relationship between families and the school, especially students with identified needs through the Class Parent Network (CPN) and Learning Assistance Program (LAP). In 2018 we continued the Kids Matter initiative to support mental health and well being.

The school also has a comprehensive Kindergarten Orientation process. The Kinder and Year 6 "buddy system" is an integral part of the assimilation of new students to the school.

Discipline Policy

St Joseph's Primary School continued to adopt a Whole School Approach to bring about positive behaviour, using the "Positive Behaviour for Learning framework [PBL]. This approach has a strong emphasis on *teaching appropriate behaviours* and providing systems of support to bring about these positive behaviours.

PBL is focused on proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment. The aim of PBL is to actively teach and reinforce desired behaviour while implementing consistent, reasonable, mostly positive intervention to address challenging behaviours. Preserving and building child's self-esteem and image as well as encouraging self-monitoring of behaviour are vital components of the positive approach.

The Principal and staff clearly inform students and parents of student expectations and school rules. Parents work closely with the teaching staff through effective communication, consistency of approach and positive reinforcement, including weekly "Courtesy" Awards, with the 'Act of Kindness' Awards Program continuing.

St Joseph's aims to provide a safe and supportive environment for student learning.

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 Josephs 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

2018 saw a number of improvements in line with the school improvement plan including:

Implementation of the 'Making Jesus Real' initiative to assist in religious formation.

Implementation and reflection on school scope and sequence documents to ensure high quality delivery of the Australian Curriculum.

Implementation of strategies to improve writing outcomes.

Continued development of a collaborative PLC environment with Staff Meetings that focus on professional development and scheduled frequent PLT meetings to embrace effective planning, assessment and programming.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Continued focus on the area of Comprehension by teachers planning and incorporating Focus on Reading strategies to assist students in achieving outcomes and moving along Continuum clusters.	To implement high quality RE pedagogy across K-6 classroom practice with emphasis on our PBL, Making Jesus Real and social and emotional coaching.
Improved student achievements in the area of English with particular focus on Spelling and improved student achievement in Maths. Staff set goals with lead teacher to implement focus lessons years 3-6 focus areas: Stage 1 - Number; Stage 2 and Stage 3 - Data and Measurement.	To embed rich mathematics tasks into our curriculum using technology for a purpose. Staff will be supported by our leadership team and our appointed technology leading teacher working 0.2 FTE.
Redesign and implement contemporary and collaborative pedagogical practice in the K-2 setting, with Early Learning staff to participate in CSO training and professional development as offered.	Incorporate STEM activities within the curriculum to enhance the educational learning and teaching across K-6.

Academic Achievements

St Joseph's values and encourages academic achievement through participation in a variety of opportunities. Students were invited to sit the ICAS testing in English, Mathematics, Spelling and Computer Skills. Year 5 participated in the Newcastle Permanent Mathematics Challenge. Talented Mathematicians in Primary grades participated in a Mathematics Immersion Day at a local high school. In Term 3, a group of children from grades 4-6, participated in 'Tournament of the Minds', at the University of Newcastle.

Book Week was celebrated during Term 3 across the whole school with a Book Fair, Character Parade, shared class activities and morning tea. The theme was "Find Your Treasure."

Students across all grades participated in the Premier's Reading Challenge under the guidance of the Teacher-Librarian. They also participated in Robotics Days and Coding lessons under the watchful eye of the STEM Lead Teacher.

Grades Three and Five participated in NAPLAN as required and also in the NAPLAN Online practice testing.

Cultural achievements

A variety of excursions were undertaken by classes. These included Hunter Valley Zoo and Tocal. Stage 2 and 3 students attended the Civic Theatre to watch the Aspire performance "Dark Matter". The Year 5 Camp was held at Outdoor Education, Morisset, Year 6 annual visit to Canberra visiting Old and New Parliament House, the Electoral Education Centre, Questacon, Institute of Sport and National Museum of Australia.

Several incursions also occurred in 2018, included the Hunter Life Education Mobile Van. Stage 2 classes took part in a Colonial Day. Author/illustrator, Liz Anelli, visited the school during Book Week, presenting workshops to the school. In Term 3, all children attended the NED show and Brainstorm productions presented "Buddies Cyber Safety" program. Andrew Chinn visited St Joseph's conducting a liturgical workshop and a concert.

Harmony Day was celebrated in March with the children wearing orange and acknowledging our diversity.

The school choir performed with distinction at the Abermain Eisteddfod. The School Band continues to grow in numbers and performed at the local Nursing Homes towards the end of the year and received heartfelt thanks from the residents.

Sporting achievements

St Joseph's has an active sports program in compliance with mandatory requirements for Physical Education each week. Term One students participate in a gymnastics program (Primarily Active). Term Two students participate in SMASH tennis (Bill Griffiths). Term Three students participate in a Dance program (Dance Fever) and in Term Four SMASH Tennis culminating in a class tournament.

The school had swimming, cross country and athletics carnivals that provide pathways to representative level as well as participation for all students. Talented students, in a range of sports, were offered the opportunity to trial for regional, Diocesan and Polding teams through the representative pathway. A number of students participated in 'next level' selection trials in swimming, cross country and athletics.

Primary students participated in a number of regional gala days for football, touch football and netball. In Term One, Year 2 participated in a two-week intensive swimming program.

Community Development Officers visited to conduct a skills program for Indigenous students which was very successful and may be repeated in 2019.

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	78.80%	75.70%	12.10%	8.70%
	Writing	78.80%	71.70%	6.10%	10.00%
	Spelling	79.40%	69.60%	2.90%	12.50%
	Grammar	79.40%	73.10%	2.90%	11.30%
	Numeracy	87.90%	66.80%	3.00%	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	76.90%	65.50%	7.70%	12.80%
	Writing	61.50%	43.70%	7.70%	23.40%
	Spelling	73.10%	63.90%	3.80%	13.50%
	Grammar	69.20%	64.40%	7.70%	14.30%
	Numeracy	61.50%	57.50%	3.80%	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.	17
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	17
Total non-teaching staff	8
Grand total	25
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

100%

Professional Learning Undertaken

The school's identified key areas for the Professional Development Plan for 2018 focused on Literacy, Numeracy, Learning Technologies, Wellbeing and Spirituality. Whole staff professional development included:

Overnight Spirituality retreat at St Joseph's Kincumber - Theme Sabbath Time

Cardio-Pulmonary Resuscitation

Wellbeing conference

English Scope and Sequence

Staff continued to be supported through a wide range of professional development. Other significant professional learning days for staff included:

Executive Development Course

Learning Support Assembly Days Smart Data NAPLAN Analysis

Make Jesus Real Conference Senior Leaders Faith Formation Creative Arts Course

Art & Spirituality Course Kindergarten Reconnector Day Beginning Teachers Retreat G&T Day

COSI RE Validators Day

7 Steps Writing

Teacher/Librarian Meetings Executive Leadership/ Assembly Days MN Principals Conference

PAT Assessment Liturgy Preparation Faith Story Witness

SMART Data Analysis Workshop SKLAN

MANTLE Teacher-Librarian Conference 2017 Autism Spectrum & Positive Behaviour Supports WHS Workshops

Kids Matter

One Note Training

Child Protection Training Leaders of Mathematics Day

Early Career Teacher's Induction Day

The school executive also attended professional development days pertaining to their role of Principal, Assistant Principal, Religious Education Co-ordinator and Primary Co-ordinator.

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

Parents were very supportive of our school community, strongly endorsing the way our school caters for the learning needs of their children.

Parents strongly endorsed that the school provides a safe environment for their children. The implementation of the skoolbag smartphone app has been a wonderful tool for the school.

Parents endorse the extra-curricular opportunities offered by the school- for example, choir, band and debating, Tournament of Minds, Science and Engineering Discovery Day, ICAS Competitions, Enrichment sessions at St Paul's High School.

Parents acknowledged the high standard of teaching and learning that takes place at St Joseph's.

Student Satisfaction

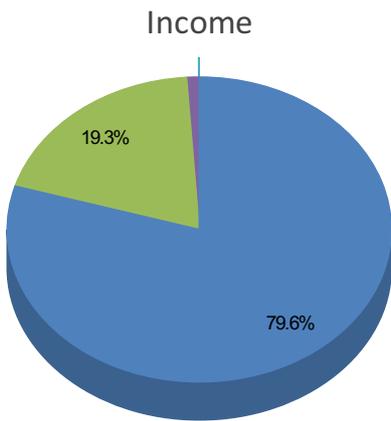
Students highlighted a sense of belonging, respect and care from staff and other students, strong friendships, and receiving a good education.

Staff Satisfaction

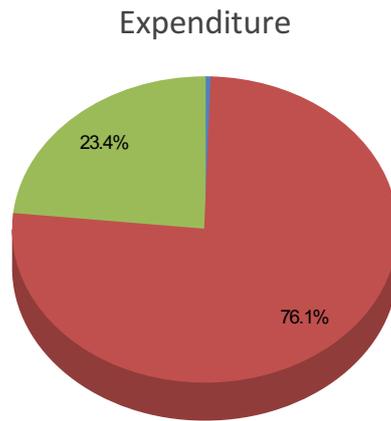
The staff retention rate indicates that staff are happy with the school. Staff have indicated that the school's strengths are the feeling of welcome and community, quality relationships nurtured between staff, students and parents, and the continued school improvements, particularly learning technology equipment and resources. Students highlighted a sense of belonging, respect and care from staff and other students, strong friendships, and receiving a good education.

All staff continually support the school community by attending the many school and parish events throughout the year.

Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction in their positions.



- Commonwealth Recurrent Grants (79.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (1%)
- Other Capital Income (0%)



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (76.1%)
- 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	\$2,734,898
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$664,808
Fees and Private Income ⁴	\$34,890
Other Capital Income ⁵	\$1,496
Total Income	\$3,436,092

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$18,491
Salaries and Related Expenses ⁷	\$2,589,958
Non-Salary Expenses ⁸	\$795,126
Total Expenditure	\$3,385,084

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 Josephs Primary School

KILABEN BAY

Phone: 4959 1355

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