



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



www.mn.catholic.edu.au



St Joseph's Primary School, DUNGOG

49 Brown Street, DUNGOG 2420

Principal: Mr Michael Maloney

Phone: 4992 1377 Fax: 4992 3171

Email: admin@dungog.catholic.edu.au

www.dungog.catholic.edu.au

About the Annual School Report

St Joseph's Primary School is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

This is the St Joseph's Dungog Annual Report for 2018. St Joseph's is built on the traditions of the founders of the school, the Sisters of St Joseph. The school has many key stakeholders including the students, parent body, staff, parish and members of the broader community- all working in partnership. Our school motto is "God is Love" and this is both a reminder and a challenge to us all. The school motto is embraced in the Christian values we aspire to in the life of the school- including our concern for each individual and our involvement in our local and wider community.

St Joseph's proudly contributes to the life of the local community and is also grateful for the tremendous support it receives from our local community & other agencies. The children enrolled in our school are the primary focus of all endeavours at St Joseph's. As a staff, we have endeavoured to ensure that all aspects of student learning have been catered for during the 2018 school year. All staff have ensured that the task of preparing and presenting lessons, activities and experiences cater for the diverse needs of each of our students in each of the key learning areas. All staff pursued professional development opportunities in order to develop their professional understandings by their attendance at a wide variety of PD opportunities including seminars, online courses and workshop activities - both within & beyond the school environment.

In 2018, the students were provided with the opportunity to participate in a variety of learning, sporting and cultural opportunities - in order to expand on their learning environment as well as their strengths and areas of interest. Students also had many opportunities to promote their giftedness & talents - utilising a wide variety of activities - academically, socially, on the sporting field, through the Arts and through exposure to a wide range & variety of resources to develop these gifts. Our students were involved in numerous activities at the local, regional and Diocesan levels.

A priority in 2018 was to improve on the quality of teaching and student learning in writing - with a particular focus on Spelling, Grammar & the Reading strands of the English syllabus. Staff took up the opportunity to attend a variety of PD days in various centres to develop their skills & transfer knowledge to the classroom setting.

The students were also provided with opportunities to attend a variety of cultural incursions in 2018 and all found the experiences highly rewarding. The parent body of St Joseph's is a dedicated group of parents - who have been very generous in their support of the school. A significant upgrading of resources was funded through the generosity of our P & F in 2018 - particularly in the area of ICT & the development of Early learning resources for our students.. 2018 was a year of significant achievement both in and outside of the classroom at St Joseph's. I thank all involved in the achievements of our school in 2018.

Parent Body

In 2018, the P & F started with a vision to give our students learning opportunities that they wouldn't normally have access to. We wanted to bring the world into our little classrooms and a great deal has been achieved towards this goal.

The P and F of St Joseph's is made up with a highly motivated & diverse group of parents - who decided this was the year to combine our efforts into one large fund-raising event to make a considerable amount of money to spend on our students. Our brain child was born and the "High Tea on the Green" was created. We pulled together as a community and housed 200 people for the day delighting them with market stalls, a fashion parade, a delicious menu and very generous prizes donated for the day. In addition to raising approximately \$12000, concurrently we made a video asking local businesses to support our school ICT program and wrote a submission to a large regional corporation - seeking a community grant sought . Both the High Tea & the level of community support exceeded all expectations and allowed us to celebrate the St Joseph's name with both the wider school & local communities.

In 2018, St Joseph's went from a school of over 80 students with limited access to IT devices to a school with a class set of personal devices for use in classrooms. In addition, green screen technology and a variety of robots, bloxel computer game designers and connected classroom excursions were funded by the P & F thanks to the generosity of the community.

From our library, the students went on virtual excursions to the other side of the world. The P & F paid for a specialist robot consultant to teach our students and we paid for our teachers to have the most up to

date training with technology and listened to what they needed to enhance learning for our children. We have started helping the school with the Early Learning initiative - creating imaginative spaces in our playground for our children to thrive.

Our support for the learning initiatives being undertaken by the school will continue with great enthusiasm in 2019 and we look forward to supporting the school and its endeavours in 2019.

Student Body

We, the leaders of the school in 2018, were provided with many opportunities to develop our leadership skills and to represent our school on a variety of occasions.

In March, we represented St Joseph's at the Catholic Schools Week Mass in Newcastle along with leaders from each of the Catholic Schools of the Diocese. The Mass was celebrated by a number of priests of the Diocese. The lunch afterwards provided us with the opportunity to meet with other leaders from around the diocese and get to know a bit about them and their schools.

In 2017, we were introduced to our Kinder buddies and then from the commencement of 2018, we had our special buddies from our new Kinder class. We were able to assist the new Kinder children as required and enjoyed helping them become more independent as the school year went on.

We were also fortunate to represent the school at a variety of activities throughout the Diocese in a variety of sports including Swimming, Athletics and Cross – Country. A number of students also had the opportunity to try out for various summer and winter sports teams at Regional trials throughout the year. We also represented our school at various cultural activities, parish and local functions – eg ANZAC and Remembrance Day services, and we welcomed a variety of visitors to our school throughout the 2018 school year.

During the year, we had several visits from the Diocesan Youth Coordinator. She was able to lead our class in exploring what leadership means to us - both now and into the future.

The school was able to upgrade the IT available to us during the year. As a result, we had far more access to devices in order to improve our research opportunities and to fine tune our skills in each KLA. Robotics was also introduced to the school and will be an exciting new venture for St Joseph's in the coming years.

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

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

SCHOOL FEATURES

History of the school

The St Joseph's School has been evolving for 130 years. The Sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst – where they were founded in 1875. Within the next few years, the sisters had established convents throughout the whole Diocese - including Dungog in 1888.

On Saturday, November 24th of that year, four Sisters of the Order of St Joseph arrived in Dungog. Catholic schooling commenced in Dungog just two days later. Catholic schooling has continued for 130 years since these pioneering Sisters commenced the education of students in the Dungog area all those years ago.

Since its foundation in the 1880's, the St Joseph's School has grown at a steady pace. Additions and renovations to the present site were made in 1913, 1923, 1952, 1976 and more recently in 2006 -7 & again in 2010. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year, but the school maintains close links with the Sisters & with the traditions engendered into the very fabric of the school for 130 years this year. Historical memorabilia, artistic presentations and photographs are on display in both the School & Parish Hall.

Location/Drawing Area

St Joseph's Primary School is located at 49 Brown Street in Dungog. The school playground has as its western border Abelard Street. The school is nestled between the St Mary's Parish Hall to the east and St Mary's Church to the west. It is centrally located as it is less than two blocks from the main street of Dungog – ie Dowling Street.

The student population of Dungog is drawn from a wide area -including the Dungog township, Clarence - Town, Salisbury, Gresford, Stroud, Stroud Road, Booral & the Vacy areas.

St Joseph's Dungog is a feeder school to the All Saints College (St Peter's Campus) in Maitland. Over the past few years, an increasing number of our graduating senior students have continued their Secondary schooling at St Peter's. In 2018, several students who live within the appropriate geographical boundaries were also enrolled at the newly established St Bede's Catholic Secondary School - as part of the initial cohort of Year Seven students.

Catholic Identity and Mission

Catholic Imagination and Spirituality

The Catholic identity of St Joseph's has been promoted through a variety of prayerful & liturgical activities - commencing with the recital of our School Prayer and School Vision Statement at the start of each week and appropriate daily class prayer. The school has enjoyed regular opportunities to celebrate Mass as part of the Parish Community in 2018. In addition, significant days were also celebrated as a school - with Liturgical celebrations - often by either one class leading the prayer or with a variety of classes taking part.

A focus at each Liturgical celebration was on the Music selected - either as a welcome, as part of a significant reflection or as a celebration of the significance of the day. Liturgical celebrations took place in honour of our parents, grandparents, school Patron Saint, ANZAC & Remembrance Day and a variety of other celebrations. The school foyer and each of the classrooms feature an appropriate Sacred Space to highlight the topical issues and Liturgical season which have been focussed on in the prayer life of the school. In 2018, Year Five students all took part in a Spirituality day focused on school leadership - for the individual and whole class.

Family, Parish and Diocesan evangelising and catechesis

During 2018, both the parish and the school community at Dungog continued to forge strong links. School Liturgical celebrations were regularly advertised to the parish community with invitations extended to parishioners to develop closer ties between both the parish and the school community. On several occasions, the children took part in a weekend parish Mass - leading the parish community in the Liturgy of The Word, Gospel & Offertory Procession and Music played at the Mass. The focus was on the development of family & parish links.

Similar Masses will continue in 2019. Members of the school community also participated in a variety of Diocesan activities throughout the school year - representing both the school and parish community in the process. The Catholic Schools Week / Project Compassion launch each had school representation during the year. The staff took up the opportunity to take part in an overnight Spiritual Formation Retreat towards the end of the year. It proved to be a wonderful opportunity for all to reflect on our teaching, our stewardship of the environment and on our mission in today's Church.

Christian Discipleship

The school acknowledges the importance of Religious and faith development programmes for both staff and students. All members of the St. Joseph's staff participated in various retreat / reflection days at different stages of the year including the early teachers Retreat and REC Spirituality Day. Staff then shared their reflections with the remaining staff upon their return. A significant number of staff participated in Faith development and accreditation opportunities provided by the CSO throughout 2018.

Each of the Year Five students attended a diocesan leadership forum towards the end of 2018 in preparation for their presentations to the school community around key school leadership roles.

CSO staff were also involved in the presentation leading to the implementation of "Making Jesus Real" to each of the class groupings later in the 2018 school year.

Religious Education and Curriculum

During the 2018 school year, staff members attended appropriate professional development activities to develop key understandings in their class & stage settings & were then able to share these findings with the remainder of staff at follow - up staff & stage meetings.

Class configurations in 2018 included one "cross - staged" class. Structures were put in place to ensure that each cohort had the appropriate content in each of the RE classes in their appropriate Stage grouping

Significant PD designed to raise staff awareness of Religious Literacy strands & set specific target goals took place during the year. Some mentoring of staff took place in this regard - leading to improved delivery of the RE Curriculum.

The improvement agenda in 2018 included the acquisition of recommended resources to assist in the planning & implementation of units of work from K - 6 with core understandings and the development of

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

Initiatives Promoting Respect and Responsibility

The school community worked hard to develop their awareness of the needs and plight of others both in our community and beyond. A focus for the year was to develop initiatives to offer our prayerful, financial and tangible support where appropriate to those in need. A "Mini - Vinnies" group was formed to develop awareness and ideas to support those less fortunate than ourselves. Several highly successful fundraising activities took place during the year - designed and completed by the "Mini - Vinnies" group and the Religious Ed Coordinator of the school. We look forward to ongoing developments with this initiative in the new year.

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

Student Profile

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

| LBOTE* | SWD* | Indigenous |
|--------|------|------------|
| 0 | 2 | 6 |

*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 | 10 |
| Year 1 | 12 |
| Year 2 | 14 |
| Year 3 | 4 |
| Year 4 | 17 |
| Year 5 | 15 |
| Year 6 | 12 |
| Total | 84 |

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 |
|----|--------|--------|--------|--------|--------|--------|----------------|
| 93 | 92 | 92 | 90 | 92 | 92 | 91 | 92 |

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 an integral aspect of our Pastoral Care Policy and Support document. It overviews and specifically outlines procedures used to nurture and support the children in our care. It places the methodology and practice of pastoral care in the school into the Christian dimension and endeavours to focus on forgiveness and empathy as strengths and indeed expectations of our school community. The Pastoral Care Policy was reviewed and updated in 2016 and will be reviewed again in 2019. The Behaviour Management Policy was revised in 2018 and is due for its next review & update in 2020. Amendments / adjustments were made after considerable dialogue with staff and in consultation with the parent body of the school. Copies of each of the policies are available at the school office upon request. Updated policies were uploaded to the school server and are available on the school website

Discipline Policy

The St Joseph's Behaviour Management Policy outlines the discipline procedures for both classroom and playground behaviour. In accordance with the St Joseph's Policy Review Matrix, The Behaviour Management Policy had a review as part of a cyclical review of policies in 2017. Considerable modification was reviewed and was most recently updated in 2018 as per the school's Policy Review Matrix. The policy is available upon request from the school Office and is also available for viewing from the school website.

A full review of the school's existing Discipline Procedures took place at the commencement of the 2018 school year to cater for the increasingly diverse needs of the students placed in our care. It is important to note that in instances where serious discipline is necessary and suspension or expulsion are being considered, the school refers to the Catholic Schools Office Pastoral Care Document 2002, p13 to ensure that the principles of procedural fairness are implemented effectively. The full text of the School's Behaviour Management Policy may be accessed on the School's website or at the Admin. Office.

NB CSO staff would always be briefed prior to any possible suspension.

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.

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website. As part of the St Joseph's Policy Review Matrix, a review of the school's Anti - Bullying policy took place in 2018 after careful consultation with key stakeholders – including staff, students and the parent body of the school.

It was reviewed and amended as part of the school Policy Review Matrix. Restorative Practice Principles were introduced and implemented into each of the classrooms after professional development opportunities for staff and information sessions were held for the parent body of the school some years ago. These principles were modified in 2018 to reflect the values underpinning the school culture of Respect - Respect for others, Respect for ourselves, Respect for our learning environment & Respect for our learning.

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

A number of key areas for improvement were identified and became key focus areas of the 2018 School Improvement Plan. By way of summary, they included -

A focus on the Faith formation of staff & students at St Joseph's. To this end, appropriate opportunities were sought and attended by staff - including an early career teacher's Retreat and Retreat opportunities for school executive & for the senior classes of the school. An overnight staff Retreat also took place late in the year.

A focus on learning opportunities opportunities for students who have been identified as Gifted in either either Literacy or Numeracy was a key focus area in 2018 - with our school curriculum coordinator developing and implementing the set programs which were set and tracked for each of the students.

An improvement agenda was also set for the the quality of teaching and student learning in Writing - with a particular focus on Spelling and Grammar & the reading strand of the English curriculum. Appropriate staff PD was sought and attended by staff with activities and strategies implemented in each of the classes & reviewed as a whole - staff.

School Academic Priorities

| Key improvements achieved this year | Key improvements for next year |
|---|---|
| <p>A priority key improvement area for 2018 will be to develop the quality of teaching & student learning in the Writing, Grammar & Spelling strands of the English Syllabus - with a particular focus on Spelling & Grammar. By mid Term One, Infants staff had attended Professional Development days based on both phonics and grammar and outlined and implemented appropriate strategies to assist in the development of a K -6 program aimed at a whole - school scope & sequence. Students were then engaged in explicit spelling & grammar sessions, with student growth carefully tracked and monitored by each of the staff. The effectiveness of the strategies implemented was then regularly reviewed by staff.</p> <p>In addition, each class implemented targeted small group differentiated instruction / intervention activities to address the needs of students who experienced significant difficulty in Writing, Grammar and Spelling in 2018.</p> | <p>A key focus area for 2019 will be to improve on the quality of teaching and student learning in Writing - with a particular focus on the Spelling, Grammar & reading strand of the English syllabus. Initially the Early Stage One & Stage One teachers will attend an Intensive Professional Development Course to gain insight into best teaching practice & strategies to utilise within the classroom context. These strategies will then be introduced into the classrooms and shared amongst all staff. Class data will be carefully monitored so that improvement trends can be easily identified.</p> <p>As a result of the positive trends in the Early Stage One & Stage One classes in 2018, a roll-out of this program was planned late in the year for implementation across all stages from the commencement of the 2019 school year.</p> <p>All staff attended a PD session at the school to discuss, plan & set in place an effective roll-out of the program at the beginning of the new school year. Ongoing Professional development, class visitation & careful monitoring of strategies will be crucial to the success of this teaching strategy in the improvement of Spelling & Grammar in the Writing strand at St Joseph's in 2019.</p> |

A key area of development in 2018 was aimed at improving on the academic performance of our indigenous students and developing the links between the school and our indigenous families.

In order for all of our indigenous students to reach the same standards expected of all students, the school utilised our Aboriginal Education Assistant to work with small groups of students in the various stages to support them in their literacy groups in 2018. In addition, extra intervention was utilised in programs run at the school to provide additional support for our Tier Two Aboriginal students.

Our aim was to ensure that all indigenous students achieved appropriate year level goals on the literacy & numeracy continua. Part of this process involved meeting with the parents of our indigenous students to establish nominated Personalised Learning Plan Goals - which could then be monitored and reviewed throughout the year.

Ongoing review and development of these strategies for our indigenous students will continue in 2019.

A key focus area in 2019 will be on the continual development on the quality of both teaching and learning in Religious Education. To this end, staff will focus PD opportunities on the development of creative and appropriate assessment & pedagogy for RE units of work. They will also have the opportunity to explore and attend appropriate Faith formation PD offered by the CSO - including attendance at Various Retreat programs during the year.

In addition, staff will develop a student leadership framework (as suggested in the Catholic Identity review of 2018) to develop leadership skills in the students and for their peers. From this initial development, senior students will then lead groups of students in a fortnightly peer-support program for the student community. This will involve initial discussion and preparation time for the leaders and then a session run by the leaders in various locations around the school. Staff will be on hand at each session - but latitude will be provided for the students to take ownership of the activities.

| | |
|---|---|
| <p>During 2018, the school had several external reviews of our policies and processes in a number of key areas including the Catholic Identity of the school, the Workplace Health and Safety of the School and the "Safe & Supportive Environment of the School. As a result, our policies and procedures around each of these areas were reviewed & modified as necessary to more accurately reflect the existing nature of the school.</p> <p>Following each respective audit, both the commendations & recommendations were discussed as a staff and timelines for any amendments to school practices & procedures were introduced for 2018 and ongoing into 2019.</p> <p>At the commencement of 2018, the new school administration & communication platform was introduced from day one. As a result, all attendance records, parent information postings, timetables, etc were presented in this platform. This entailed significant PD for all staff initially and then for the parent body of the school. This process has gained momentum throughout the year and will continue into 2019.</p> <p>As of Semester Two, all school reports became digital under the "COMPASS" platform for all parents. Further PD for staff and parents will take place in 2019.</p> | <p>The development of leadership opportunities amongst students and staff will be a key priority at St Joseph's in 2019. As the school leadership team expands in 2019, all Executive staff will be given opportunities to develop Leadership skills with appropriate Professional Development opportunities & visitation to peers in regional schools to assist in their development of appropriate leadership skills.</p> <p>All other staff will also have access to a wide variety of PD opportunities - to assist in their ongoing professional development - both personally and in conjunction with the Improvement agenda for the school.</p> <p>Students in both Year Five and Year Six will have the opportunity to develop their understanding of what leadership means, responsibilities associated with leadership and how best to support their peers as the leaders of the school.</p> <p>They will attend several "Young Leader" focus workshop days in conjunction with other senior students from our region's schools.</p> |
|---|---|

Academic Achievements

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2018. The purpose of these tests was to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The tests provided a measure of the students' performance against established standards and against other students in Australia. The data produced by the results was carefully analysed by the school to inform teaching with a view to improving student performance. As a school, we were quite pleased with the steady level of improvement from previous years. Specific results are detailed further in this Annual School Report.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported further in this document.

As with previous years, the school took part in a number of competitions beyond the school - designed to extend and challenge all students involved. A number of students took part in the Premier's Reading Challenge and many children also took up the opportunity to compete in the University of Newcastle Maths Competition. The results proved to be most encouraging from all involved. Our Year Five & Year Six students also enjoyed their involvement in a Science & Engineering Challenge at the local High School - competing in groups with students from surrounding schools to complete set tasks and earn championship points for their completed activities.

Targetted students in Stages Two and Three took part in the Maths Olympiad competition during the year with great success. At the same time, the Year Six class took part in a class Olympiad with questions of

similar complexity and requiring a variety of strategies to successfully solve.

Following classroom activity & preparation, students from the senior classes took part in regional Debating competition in Maitland and students from each stage represented the school in the Regional Public Speaking competition at Abermain during the second half of the year. They had the opportunity to work as a team against teams from each of our schools - gaining invaluable insights and self - confidence in their Public Speaking. Students were selected to represent the school following the St Joseph's Public Speaking competition.

St Joseph's has always provided and encouraged activities and opportunities for student involvement in the pursuit of academic excellence - both within and beyond the school and local community.

Cultural achievements

During 2018, St Joseph's Dungog actively promoted the participation of its students and staff in cultural activities. The school has been fortunate to have both staff and community members who regularly share their skills and talents with the students and the wider community of Dungog. The children visited and entertained residents of the local aged – care facility with items of, music & poetry during the year.

All students were given opportunities to participate in assemblies, liturgies, masses, art and craft days, keyboard and guitar tuition, drama and musical performances at school assemblies & cultural celebrations. The school was also involved in the annual Dungog Show later in the year with each class presenting works of art and craft to exhibit at both the school and individual level. Class and individual items were placed on display in the main pavilion for all to observe.

During the year, the school was fortunate to have several touring groups present their musical talents and demonstrate the sounds created by the specific instruments to the students. The focus of the first group was on African Music & sounds. These opportunities do not often make it to regional students.

Sporting achievements

During 2018, St Joseph's students had the opportunity to represent our school at the local, regional and Diocesan in a variety of sports including Swimming and Athletics and at the Diocesan Cross Country held for the first time in Maitland in 2018.

A number of students also attended regional trials for both Summer & Winter sports at various venues across the Diocese throughout the year. The School Swimming Carnival, Athletics Carnival and Cross - Country involved all students - however it is only students 8 years of age and over who were eligible to represent the school at the next level of competition.

During 2018 (as with previous years), students in our Kinder, Year One & Year Two classes attended an Intensive Swimming Class each day over a two - week period towards the end of the school year at the local Swimming Pool.

In 2018, the school took part in the State Government's Sporting School's Program. As a result, all students enjoyed expert tuition in a number of sporting disciplines including Touch Football, Gymnastics and Badminton. This program will continue in 2019 with sports including Basketball and soccer being featured.

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 | 75.00% | 75.70% | 25.00% | 8.70% |
| | Writing | 75.00% | 71.70% | 25.00% | 10.00% |
| | Spelling | 75.00% | 69.60% | 25.00% | 12.50% |
| | Grammar | 50.00% | 73.10% | 50.00% | 11.30% |
| | Numeracy | 25.00% | 66.80% | 25.00% | 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 | 64.30% | 65.50% | 21.40% | 12.80% |
| | Writing | 28.60% | 43.70% | 21.40% | 23.40% |
| | Spelling | 78.60% | 63.90% | 7.10% | 13.50% |
| | Grammar | 57.10% | 64.40% | 28.60% | 14.30% |
| | Numeracy | 57.10% | 57.50% | 7.10% | 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. | 9 |
| II. Teachers at Highly Accomplished/Lead | |

All staff have appropriate teacher qualifications and requirements as outlined in the Teacher Accreditation Act.

Workforce Composition

| Number of Staff | |
|---|----|
| Total teaching staff | 9 |
| Total non-teaching staff | 5 |
| Grand total | 14 |
| Percentage of teachers who are indigenous | 0 |

Teacher Attendance

94%

Teacher Retention

100%

The Learning Support teacher for the past year took up a new position outside of the Catholic School's Office and was replaced for the commencement of the 2018 school year. All other existing staff from 2017 remained at St Joseph's in 2018. One permanent staff member went on extended long- service leave and was replaced by a temporary staff member for the entire 2018 school year. Another permanent member of staff returned from Maternity Leave from the commencement of Term Three - working in a part - time role for the remainder of 2018. Her full-time replacement for the first semester became her job - share partner during Semester Two. No further staffing changes took place during the 2018 school year.

Professional Learning Undertaken

Throughout 2018, staff focussed on Professional Development opportunities aimed at improving the quality of both teaching and learning at St Joseph's. CSO staff & the staff of St Joseph's analysed in great detail the Data from the 2018 NAPLAN results to develop strategies and attend to trends outlined in the data presented – strengths and areas of weakness that would need to be focussed on during 2019.

All staff attended a staff Reflection Day as part of their ongoing Faith Accreditation late in the school year. In addition, members of staff took up the opportunity to take part in the Religious Ed Coordinator's Conference and the beginning teacher retreat programs during the year. In addition, the entire staff took part in a Diocesan sponsored "Wellness Conference" held in July at the Newcastle University.

Several staff members attended a conference based around a Phonics program to be implemented in the Early Stage One & Stage One classes. Later in the year, all staff had Professional Learning around the implementation of this program from the commencement of the 2019 school year.

Several staff members travelled to Sydney to take part in an I.T. Expo and Workshop conference. The focus of this conference was to see first - hand a variety of IT resources which would be of most benefit to the development of our strategic plans across the school in IT. Staff were then able to adapt and implement appropriate programs as effective learning tools for the five classes at the school.

A focus on early learning took place - with staff from the CSO providing PD and an appraisal of the school's strengths & areas for development concerning appropriate play opportunities for our early learners in particular.

Staff representation was also utilised at a variety of school – related meetings including Sports Council, IEU meetings, & at various Parish & Diocesan Assembly meetings & PD Days. All executive members of staff attended a variety of Regional PD activities during 2018.

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

The school received a great deal of positive feedback during the year from the parent body of the school. In addition, the school had quite a large intake of students from across the region during the year - based on the positive feedback parents received from existing parents. A much larger than normal Kinder intake is expected for 2019.

From the parent /carers perspective, the Catholic Identity of the school was tangible. The parents stated in survey documentation that school was a positive experience for the children and their varied needs were being catered for in the classroom, socially & culturally.

Parents/carers also appreciated the high expectations that were being set at the school and they felt that the school was a safe, supportive, happy and inclusive learning environment for their children. The school enjoys a very sound working relationship with our parent body and the opportunity for parents to have regular contact and access with the school was a recurring theme concerning parental satisfaction.

Parents enjoy considerable access to the school - through liturgies, Masses, Assemblies and various voluntary opportunities in the classroom and via the P & F of the school.

Student Satisfaction

The children expressed their appreciation of the pastoral care and support offered to them at St Joseph's. Comment was also made of the opportunities made available to excel academically, on the sporting field and socially. The senior students also spoke of the enjoyment they received by their connections with their "buddies" in the Early Stage One class of the school.

The senior class expressed it's appreciation of their treatment as the leaders of the school - greater expectation & responsibility but also also certain privileges including their own customised Sports T - shirt, School Leaders Day, Yr Six Dinner & farewell activities.

In 2018, a number of cultural incursions took place and students all travelled to the Newcastle area at different times on class excursions.

All students appreciated the efforts made by the school and it's P & F Association to significantly bolster the IT resources available for student usage & the effort that went into the development of early childhood resources in and around the school.

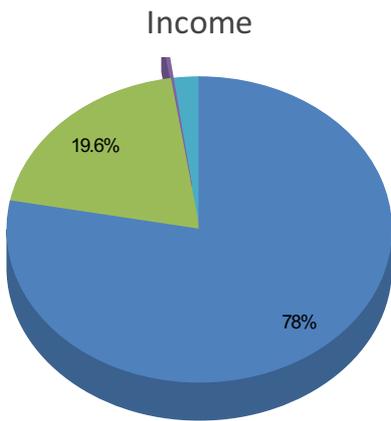
Staff Satisfaction

The staff of 2018 enjoyed a wide variety of opportunities for professional learning throughout the year to develop both individual strengths and our overall effectiveness as a staff.

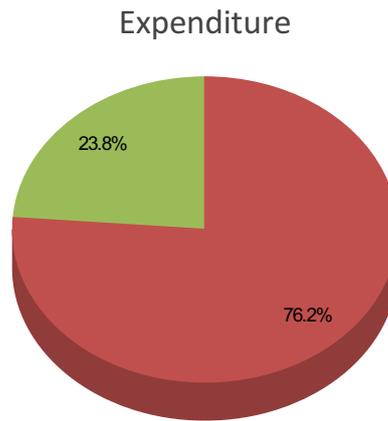
Provision was made for professional learning teams to meet and work collaboratively – utilising the talents of our existing staff & the expertise from the Catholic Schools Office on a variety of themes throughout the year.

During the year, a number of aspects of the school were analysed as part of the cyclic review of the school (COSI). These included the areas of Catholic Identity, Safe & Supportive School, Workplace Health and Safety and several key learning areas. Feedback provided to the staff following these reviews was positive and did a great deal to ensure the satisfaction of all staff. At the same time, it provided some direction as to the improvement agenda at the school in 2019 & beyond.

In 2018 there was some changeover of staff - with one teacher taking a year of leave, a new Learning Support Teacher and another returning from maternity leave. A number of varied social activities were seen as an integral part of staff well - being during 2018.



- Commonwealth Recurrent Grants (78%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.6%)
- Fees and Private Income (0.3%)
- Other Capital Income (2.1%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.2%)
- Non-Salary Expenses (23.8%)

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 | \$1,067,934 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$268,504 |
| Fees and Private Income ⁴ | \$3,763 |
| Other Capital Income ⁵ | \$29,332 |
| Total Income | \$1,382,309 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$97 |
| Salaries and Related Expenses ⁷ | \$1,010,560 |
| Non-Salary Expenses ⁸ | \$315,001 |
| Total Expenditure | \$1,325,561 |

For the 2018 year the St Joseph's Primary School received \$12,776 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

DUNGOG

Phone: 4992 1377

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