



# 2018

**ANNUAL SCHOOL REPORT**

SERVICE. LEADERSHIP. JUSTICE

*Together in Christ*



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)



## St Joseph's Primary School, EAST MAITLAND

PO Box 540, EAST MAITLAND 2323

Principal: Mrs Marie Butel-Simoes

Phone: 4933 5536 Fax: 4934 7075

Email: [admin@eastmaitland.catholic.edu.au](mailto:admin@eastmaitland.catholic.edu.au)

[www.eastmaitland.catholic.edu.au](http://www.eastmaitland.catholic.edu.au)

## 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

The 2018 was a very successful year for St Joseph's Primary School. The students have been supported and nurtured in their endeavours to learn and develop by a caring and dedicated group of professionals who value and encourage family and community involvement. It has been truly a fantastic year and I am grateful to have the opportunity to serve the parish and school.

During 2018 the students of St Joseph's have participated in a wide range of teaching and learning experiences and extra curricula activities. Our school hosted the Opening School Mass, Catholic School Week, Welcome Barbeque, St Joseph's Day, Grandparent's Day, Mother's Day, Father's Day, Book Week Parade, the swimming and athletics carnivals, the school "A Splash of Colour " Fun Run and our end of year Mass. We introduced "*The Mercy Values, Positive Behaviour for Learning*" as a way of nurturing the students to become active citizens of the future.

We celebrated Science Week enjoying the opportunity to investigate and experiment with a variety of hands-on science activities including Lego Stem activities.

In 2018 our School Improvement Plan focus areas for development were writing and numeracy. A Leading Teacher was appointed who supported staff in Learning Meetings to implement writing programs and analyse maths data. The use of contemporary pedagogy and research based practices to improve learning outcomes for the students has been a key strategy to our success in this area. We continue to be a Gifted Education School with a focus on catering for the Gifted Students in the classroom. A GEM (Gifted Educator Mentor) teacher was appointed who continued her work with the students and support the school in the process of educating staff on best practice in this area.

In Term 3 the school held the Annual Public Speaking Competition. Students from each stage competed admirably and our winning students were successful at both the Regional and Diocesan Public Speaking Competitions. We also participated in the regional debating competition and science and engineering challenge.

2018 has seen the construction of a beautiful stage and natural play space on the Primary Playground.

Be gentle on yourselves and your children.

Marie Butel-Simoes (Principal)

### Parent Body

During 2018, our small but very energetic and dedicated P&F team have supported the school, promoted family and provided opportunities to celebrate the lives of the students who attend St Joseph's. We have nurtured and fostered the community of students, parents, the school and Parish

The P&F meetings throughout the year have provided opportunities to hear about all the events and activities that are happening at the school. We have had the privilege of hearing from Executive members about the latest technology and activities that are being undertaken in the classroom. These meetings are an invaluable insight into understanding how much activity and drive is made to achieve the best for our children at St Joseph's.

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

The 2018 Splash of Colour Fun Run was very successfully coordinated by the P&F. It was a wonderful event that brought colour, smiles and running together. It was a great success. Our children were delighted with the colour and dodged the odd water 'fight' and generally had a fantastic day thanks to our many volunteers on the day. With the moneys raised due to the fun run, the total contribution back to St Joseph's from the P&F over the year was just over \$30,000. We have seen this contribution go into much around the School, with the new stage and natural play space in the Primary Playground.

The P&F Committee has had a fantastic year, with the financial contribution back to the school, the

information shared at the P&F meetings and fantastic activities throughout the year.

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

## Student Body

2018 began with the annual School Swimming Carnival with the newly elected sport leaders assisting on the day. The tradition of Kindergarten Buddies continued this year. Year 6 students were paired with a Kindergarten buddy to help settle them into school routines.

Students in Stage 3 nominated to participate in Leadership Roles in specific groups across the school. These groups include The Enviro Warriors, Kids Care, Games Gurus and the Gotcha Group.

The Mini Vinnies organised the Easter Raffle, Caritas, Catholic Mission, Help Sebastian and The Farmer's Appeal.

The Year 6 students ran the Annual Talent Quest and the Joey's Squads.

The Enviro Warriors have led our school environment program of NUDE Food. Some of students from the group participated in the Maitland Council Environmental Forum and brought valuable information back to the group about ways we can manage waste in our school and care for our school environment.

The gotcha group helped run our Positive Behaviour for Learning Together with care and Respect Program. They introduced the weekly focus areas at our Assembly and gave out and counted Gotcha's.

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

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

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

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

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

The Captains and Prefects of 2018 showed their leadership skills each day at morning assemblies and mid-week during award and class presentation assemblies.

(Student Council)

## SCHOOL FEATURES

---

### History of the school

St Joseph's School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. The school was founded by Father John Therry around 1830, the Sister's of Mercy commenced their work as the main educators from 1885. At the heart of the school is the charism of the Sisters of Mercy who founded the school. The Mercy Values we focus on and explicitly teach are; respect, compassion, courage, hospitality, service and justice. These values underpin our Positive Behaviour for Learning Together with Care and Respect program.

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

### Location/Drawing Area

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

## Catholic Identity and Mission

---

### Catholic Imagination and Spirituality

The Mercy Nuns were the founding order for St Joseph's. The school emphasises the Mercy Charism and promotes the values of Catherine McAuley established throughout the order. Our Positive Behaviours for Learning Together with Care and Respect Program has been developed with the values set by the Mercy order. The Mercy insignia is prominent on our school crest, student badges, school banner, letter head and on signs hung on school buildings. Our school motto "Together with Christ" is also included on the school crest and students are encouraged to use this motto along with the school mantra "Learning Together with Care and Respect". The staff attended a Formation Day to look at the Mercy Charism in preparation for the review of our Mission and Vision Statement and to reflect on our Mercy Values. The foyer and classrooms have sacred spaces for classroom prayer and reflection. Classes attend monthly Masses, Liturgies are held to signify and honour key events. Liturgies were celebrated for Ash Wednesday, Catholic Schools Week, St Joseph's Feast Day, Holy Week, Easter, Grandparent's Day, Mother's Day, Feast of Saint Mary MacKillop, Father's Day and other significant feast days.

### Family, Parish and Diocesan evangelising and catechesis

The school has close connections with the parishes of East Maitland and Morpeth. A number of staff members attend Mass in these parishes, as well as other Parishes in the Chisholm region, with some actively involved in a variety of ministries. Three teachers are part of the Parish Sacramental Team which supports both parents and children in completing the Sacraments of Initiation. Parents were invited to attend 4 sessions held in Term 2 called "Conversations and Coffee" about Catholic schools, the connections with the Parish and the faith development of their child. 'Kids Mass' is held on the first Sunday of each month at St Joseph's Church, for the Chisholm Region and is highly promoted by the school. Some students are actively involved in the Regional Mass, by reading and playing in the guitar group. Students are encouraged to attend the ACTiv8 Youth Group and during 2018 they have included children from the Infant classes. The Youth Group provides opportunities for students to pray, worship and enjoy activities together as well as to train as Altar Servers. Parish representatives from the ACTiv8 Team ran student meditation sessions in the Library during lunchtimes in Term 3.

### Christian Discipleship

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. Two teachers attended the Experienced Teacher's Retreat in 2018. This year Leadership groups were introduced into Stage 3 classes. The groups involved students volunteering to participate in one of the following 5 Leadership groups – Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. The groups participated in leadership sessions in Term 1 to develop a greater understanding of their commitment to leadership within the school and the specific purpose of their group within the school community. Joeys Squads continued this year consisting of multi-aged groups from each class, led by Yr 6 students. Activities included key aspects of the Mercy Values and "Friendly Schools Plus" programs. The Chisholm Region Sacramental program continued this year with many children receiving the Sacraments of Eucharist and Confirmation. Meetings are held throughout the year which provide faith development and support for families wishing to present their children for the Sacraments of Initiation.

### Religious Education and Curriculum

The teaching of Religion is aligned with the Diocesan programming policy. Each class has a daily structured lesson that develops the students' knowledge and understandings of the Catholic Faith. During 2018 teachers were supported in their role as Religious Educators by the Diocesan K-12 Religion Syllabus and Units of work based on specific content. Teachers follow the Diocesan Scope and Sequence and are well resourced to support the teaching of all RE units. New resources are continually purchased to support the teaching of Religious Education. Year 6 completed the Religious Education Test in 2018 with most students achieving a High Distinction, Distinction or Credit.

### Initiatives Promoting Respect and Responsibility

In 2018 the executive worked on recrafting aspects of the Pastoral Care and Discipline Policy, to include a Behaviour Plan that reflects the teachings of the Mercy Values of Respect, Compassion, Courage, Justice,

Hospitality and Service. The values are taught over the year in classrooms and reinforced at school assembly time each week and in the weekly Christian Values Awards. Each year, the school supports Caritas and Catholic Missions with events to raise awareness and funds to support these organisations. Students participated in Socktober, Year 6 ran a Mission Day during Term 4 and the Kid's care Team held an Easter Raffle to support Project Compassion. Liturgies are held to recognise Indigenous Australians during Reconciliation Week & NAIDOC Week. Harmony Day is celebrated to pay respect to other cultures in our community. ANZAC Day and Remembrance Day are observed at a school prayer service. The Mini Vinnies team meet regularly and in 2018 they participated in their own mini-sleepout raising awareness of the homeless and organised the annual food drive for the needy at Christmas time. The St. Vincent de Paul Society continues to operate a breakfast club for the children.

## Student Profile

---

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

LBOTE*	SWD*	Indigenous
34	22	10

\*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	60
Year 1	57
Year 2	59
Year 3	61
Year 4	61
Year 5	58
Year 6	59
Total	415

### 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
95	93	93	92	93	93	93	93

### 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

As part of our Positive Behaviours for *Learning Together with Care and Respect* program at St Joseph's we give the students from Years 5 and 6 the opportunity to nominate to be a member of one of five leadership groups we have running at the school. These groups are:

- The Games Gurus who organise games and activities for other students with a focus on student wellbeing.
- Kids Care who specialise in being welcoming and providing hospitality. They support charities such as Catholic Missions and Caritas.
- The Gotcha Group who help implement our merit award system which is based on Mercy Values.
- The Enviro Warriors who work out ways to keep our environment clean, attending local forums, inspiring change and promoting sustainable programs.
- The Mini Vinnies who are advocates within the school and local community to help those in need.

The school offers the following student welfare programs:

- Kindergarten and Year Six Buddy program
- Joey's Squads
- Year Five camp and Leadership preparation day
- Year 6 Leadership day
- Seasons for Growth
- Leadership Induction and Development day for all the Leadership teams.
- Leadership Day based on Mercy Values and Making Jesus Real for Year 5
- Captains and Prefects attend GRIP

### Discipline Policy

During 2018 the school tied together the various aspects of our Pastoral Care and Discipline Policy into one Behaviour Plan. We call this plan *Learning Together with Care and Respect*.

In our plan we have a Matrix of Expected Behaviours which we share with the students so that they know what our expectations are as well as a behaviour flow chart which the teachers and executive follow when dealing with students who make poor choices.

The plan also has a "Gotcha" Mercy Action award section. We reward students who make good choices through awards called "Gotchas". When the students receive a "Gotcha" they put it in one of two post-boxes that are placed in the infants and primary areas of the school. These "Gotchas" are counted and noted. Students are rewarded and acknowledged in various ways dependent upon the number of "Gotchas" they receive as well as random raffle draws on Monday morning Assemblies.

We believe that at St Joseph's every day is a Mercy day:

We show Mercy values in the way we greet, treat and speak to others respectfully

We show Mercy values by our words and action

We show Mercy values by using our gifts to serve others as Christ showed us

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.

All relationships within St Joseph's are founded on the teachings of Jesus:

“LOVE ONE ANOTHER AS I HAVE LOVED YOU - LOVE GOD, LOVE YOUR NEIGHBOUR, LOVE YOURSELF.”

St Joseph's Primary School aims to create a happy Christian atmosphere of care and concern for the individual, thus living out the Gospel values of love, justice, forgiveness, trust and respect.

The St Joseph's Anti-Bullying Policy and our Mercy Values focus areas are designed to:

- Guide the children towards the development of self-discipline and acceptance of responsibility for their actions
- Develop the self-concept of each child and therefore growth in positive, acceptable behaviours
- Grow in awareness and respect for others.

## 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 the school focussed on three key areas:

1: Catholic Identity

- Broaden the school’s understanding of and commitment to Social Justice
- Review Pastoral Care and Discipline Practices to link Mercy Values and Positive Behaviour for Learning
- Enhance staff understanding of the Mercy Charism as a lens to encounter the person of Jesus

2. Improving the learning outcomes for students through

- The use of evidence-based approaches to lift the performance of all students.
- Increasing individual student competencies in writing (Years K-6)
- Increasing student competencies in Mathematics
- Developing the school’s capacity to meet the needs of Gifted students

3. Leadership, Service & Governance

- Develop deeper understanding of the Professional Planning and Development (PP&D) processes for all teachers.
- Complete and engage with the 2018 School Self Review process.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>During 2018 we successfully created our new Positive Behaviour for Learning Together with Care and Respect. Embedded in this plan are the Mercy Values of Respect, Compassion, Courage, Hospitality, Service and Justice. These are unpacked throughout the year to assist children to develop a deep understanding and lived experience of each value. This PBL has been supported by the addition of 5 student Leadership Teams that are focused on Service and Social Justice. Students in Stage 3 were invited to nominate and be leaders in the following groups, Enviro Warriors, Gotcha Group, Kid's Care, Games Gurus and Mini Vinnies.</p> <p>This has been supported by staff attendance at Professional Learning on Catherine McAuley and the Mercy Values as a lens to encounter the person of Jesus.</p>	<p>Revitalise and complete a community consultation process for the rewriting of our School Mission and Vision Statement to reflect the inclusion of our school's focus on Mercy Values. We will complete this by updating our Mission and Vision Statement with a CSO Education Officer, then consulting with the Parish Priest and school community about the updates.</p>

<p>During 2018 a significant focus has been placed on embedding practices that improve the learning outcomes for all students. Student assessment data, teacher clarity and success criteria have assisted all staff to fully to engage learners. Tiering students based on learning needs, developing learning goals and sharing our criteria for success, providing timely intervention and extending and enriching students have all been successfully implemented during 2018.</p> <p>An increase in individual student competencies in writing (Years K-6) has been achieved through targeted professional learning, intervention strategies and consistent pedagogy.</p> <p>The school's capacity to meet the needs of Gifted students through differentiation in the classroom has developed under the guidance of the GEM teacher. The school has run a variety of gifted programs for selected primary students during the year.</p>	<p>Strengthen the use of evidence-based pedagogy practices to support literacy and numeracy by providing professional learning around pedagogical strategies that have the highest effect size.</p> <p>We will focus on teacher clarity and learning Intentions, success criteria and learning goals. We will develop the use self-reported grades and student expectations using targeted feedback based on success criteria with the language that is reflective of a growth mindset.</p>
<p>The 2018 School Self Review was a positive and affirming experience for St Joseph's. Staff used the NSIT &amp; CSIT to review the school. Surveys were completed by staff, parents and students. The evidence gathered in the above areas assisted staff to review the practices within the school. They used the four focus questions to create goals for the future.</p> <p>Where are we now? And then subsequently to ask:</p> <ul style="list-style-type: none"> <li>-What does this mean for us?</li> <li>-Where do we want to be in the future?</li> <li>-And, how do we get there</li> </ul> <p>St Joseph's was applauded by parents and the COSI panel. We are a focus driven community that wish to provide an outstanding School.</p>	<p>Develop the school's capacity to meet the needs of Gifted students by continuing the process of identification of gifted students across the school. Deepenour understanding and use strategies to cater for students via differentiation within the classroom and school.</p> <p>We will accomplish this by:</p> <ul style="list-style-type: none"> <li>Completing ongoing identification of gifted students.</li> <li>Unpacking data with teachers and discuss strategies to further support the students.</li> <li>Selecting teachers to attend CSO Dr K. Rogers PD funded by school.</li> <li>Having the GEL Team meet twice a term.</li> <li>Regular sharing of strategies by GEL Team to be presented at staff meetings.</li> <li>Liasing with other GEMs to share strategies and resources and pass back to staff via meetings.</li> <li>Having the GEM provide PD on personal plans for groups of gifted students to assist with targeted differentiation at staff meetings.</li> <li>Providing PD on Critical &amp; Design Thinking so that this can be applied to our pedagogy to cater for the gifted students.</li> </ul>

## Academic Achievements

During 2018 numerous students participated in the ICAS and Newcastle Permanent Mathematics Competitions. Our students received High Distinctions, Distinctions and Credits across all the tests. Other students competed in debating and public speaking with a number of the students being successful at the regional level and going on to represent the school at Diocesan level. We had 2 students from Year 5 chosen to attend a Gifted Writers Day with other students from across the Diocese. A Year 6 student was chosen to take part in the Diocesan run Virtual Academy for Gifted students. The Year 6 students participated and won the Science and Engineering challenge. The gifted Education Mentor worked with selected students from across the school on writing and mathematics extension programs.

## Cultural achievements

During 2018, the program presented by the Upper Hunter Conservatorium of Music continued to engage and challenge the young but enthusiastic school band.

The annual Talent Quest again provided a great forum for Year 6 leaders to develop their skills through organising and managing many lunch time heats and a grand finale which allowed many students to display their entertainment skills, and many more to enjoy the entertainment.

An enthusiastic group continued with guitar lessons which allowed them to support school liturgies and parish celebrations. Students participated in the regional debating and public speaking competitions with significant success.

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

## Sporting achievements

During 2018 students at St Joseph's were given many opportunities to experience a variety of sports. These sports included Gymnastics (Year 2, 4, 5), Water Safety Swim & Survive (Year 2 and 3), Tennis (Kindergarten) and Basketball (Year 6). The students in Stage 3 & 2 participated in the Diocesan Netball Gala Day and the Diocesan Soccer Gala Day and friendly cricket competitions with local schools.

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

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

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

In 2018 one student was the recipient of a medal for achieving Third Place at State Level in the 100 m sprint.

## 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	73.30%	75.70%	11.70%	8.70%
	Writing	73.30%	71.70%	11.70%	10.00%
	Spelling	68.30%	69.60%	25.00%	12.50%
	Grammar	76.70%	73.10%	11.70%	11.30%
	Numeracy	70.00%	66.80%	15.00%	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	79.30%	65.50%	5.20%	12.80%
	Writing	41.40%	43.70%	12.10%	23.40%
	Spelling	77.60%	63.90%	5.20%	13.50%
	Grammar	81.00%	64.40%	5.20%	14.30%
	Numeracy	69.00%	57.50%	10.30%	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.	25
II. Teachers at Highly Accomplished/Lead	0

The Principal has two Masters in Educational Leadership, four executive teachers have a Masters in Educational Leadership and one executive and one teacher have a Masters in Theology.

### Workforce Composition

Number of Staff	
Total teaching staff	23
Total non-teaching staff	12
Grand total	35
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

100%

One teacher had on a job share class had maternity leave.

### Professional Learning Undertaken

During 2018, much time was devoted to professional learning in the area of Literacy with a particular focus on developing writing which was led by the Lead Teacher. In addition, a focus was placed on developing skills to cater for gifted students.

Staff also engaged in professional learning on the new Science and Technology syllabus, including the new strand of digital technologies.

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

CSO personnel visited the school to provide on-site training and advice. Inservice on Compass, Digital Technologies and School Mission and Vision were key on-site areas for development.

## Parent, Student and Teacher Satisfaction

---

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

In 2018 the school completed a successful Self Review for COSI. It was consultative model using surveys and parent meetings as way of ascertaining parent feedback which was supportive and positive. Regular reports were provided in the school newsletter and outlined at Parents & Friends meetings which were held each month. Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all. The school has received significant positive feed back around implementation of the School Improvement Plan in 2018.

### Student Satisfaction

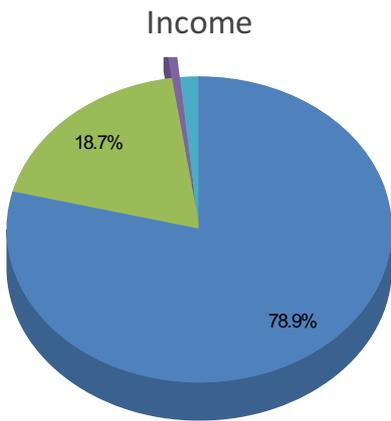
The students at St Joseph's are active citizens of the school, all students have a voice at St Joseph's when it comes to issues affecting their wellbeing, social justice and the environment. Students in Stage 3 nominate for a Leadership Position in one of the student Leadership Groups. These include the Enviro Warriors, The Kid Care Group, The Gams Gurus, The Gotcha Group and Mini Vinnies. Each group has a leadership role in the school which encourages the students to actively participate in service, wellbeing and social justice.

The Enviro Warriors include students from Year 2 to Year 6 and focus Environmental initiative including Nude Food and Recycling at school. The Kids Care Group organised the Easter Raffle, the Annual Talent Quest and the Mini Vinnies participated in the Winter Sleepout raising money for the farmers and organised the Christmas Appeal. The Games Gurus ran fun activities during wellbeing week and the school fun run.

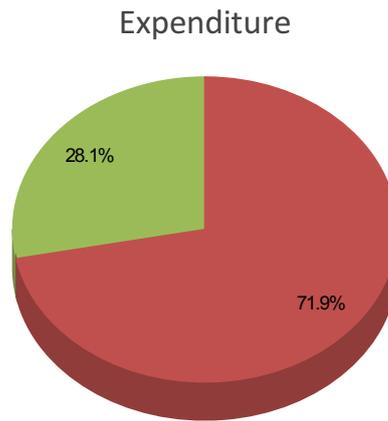
All Students are strongly encouraged to also speak to staff about any concerns they may have. Individual student achievements, inside and outside of school are recognised and celebrated.

### Staff Satisfaction

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



- Commonwealth Recurrent Grants (78.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (0.8%)
- Other Capital Income (1.6%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (71.9%)
- Non-Salary Expenses (28.1%)

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 <sup>1</sup>	\$3,994,952
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$948,962
Fees and Private Income <sup>4</sup>	\$38,716
Other Capital Income <sup>5</sup>	\$78,998
<b>Total Income</b>	<b>\$5,076,398</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$480
Salaries and Related Expenses <sup>7</sup>	\$3,478,615
Non-Salary Expenses <sup>8</sup>	\$1,356,992
<b>Total Expenditure</b>	<b>\$4,835,607</b>

For the 2018 year the St Joseph's Primary School received \$14,770 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

---

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**St Joseph's Primary School**

**EAST MAITLAND**

**Phone: 4933 5536**

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