

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Joseph's Primary School

26C Bulahdelah Way, BULAHDELAH 2423

Principal: Glen Rooke

Web: <http://www.bulahdelah.catholic.edu.au>



www.mn.catholic.edu.au

About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

I am proud to present to you the 2019 Annual School Report for St Joseph's Primary School, Bulahdelah.

St Joseph's Bulahdelah is a small co-educational parish primary school that draws its enrolment from the Myall coast towns of Bulahdelah, Tea Gardens and Hawks Nest as well as the surrounding regions. St Joseph's values a strong, supportive and involved Catholic school community. We seek to create an environment where all children, staff, parents and carers feel valued, included and engaged. We work to provide a school environment where all students feel safe and all members care and support each other.

As a staff, we strive to place all students at the centre of all that we do so that they can thrive, engage, explore and be motivated to succeed. High expectations about providing 'best practice' teaching ensures that student data informs all decision making, and planning personalises learning for each student.

Professional learning for teachers is a high priority at St Joseph's Primary School so that we may respond to the needs of the students in a strategic and productive way. Building teacher capacity ensures that skills, knowledge and strategies are current, evidence-based and productive towards student growth and gain.

Parent Body Message

Our parent body at St Joseph's Bulahdelah is relatively informal, allowing parents to help when they are able. The parent body works closely with the principal to assess the needs of the school and to undertake planning for any additional activities. Parent's feedback and engagement are welcomed in order to contribute to the running of the school, as well as the fundraisers scattered throughout the year.

The parent body organised a number of activities for the school this year. These activities are aimed at engaging the school community, whilst also raising funds to assist the school. The Mother's Day and Father's Day stalls were a great success with the children enthusiastically selecting gifts to take home to their loved ones. We had several other fundraisers throughout the year, including a pie drive, a colour run and a disco. We were excited that the proceeds of these events were used by the school to purchase STEM resources and iPads for each classroom.

The uniform shop continues to be managed by the parent body ensuring families have access to good quality and affordable uniforms. We look forward to helping the school again this year and encourage all parents to contribute to the parent body in any way possible.

Student Body Message

The students of St Joseph's Primary school are very proud of their school and appreciate the many opportunities the school provides for them. Student voice is an important aspect of student participation at St Joseph's Primary School. Students are periodically surveyed about specific and general school issues.

In 2019, the Student Representative Council (SRC) was made up students from Years 1-6 who were elected by their peers. The SRC and Year 5/6 students took on specific leadership roles during the year. These roles included organising and running assemblies, flag raising, as special ambassadors to important events, coordinating fundraising for local charities/organisation, running mission drives and taking on various tasks as requested by the principal. During the year they also attended the Project Compassion Launch and ANZAC ceremonies in both Tea Gardens and Bulahdelah. The SRC was facilitated by teachers to grow, develop and innovate their roles for the benefit of the school community.

The SRC and Year 5/6 students also had a special role in displaying leadership qualities, providing a good example and showing responsibility and maturity to the rest of the student population. Active participation in the SRC was a wonderful way of developing the leadership skills of our students while also developing quality relationships across the school.

Our students represented the school at various sporting events such as netball gala day, regional and diocesan swimming, athletics and cross country carnivals. A number of students also participated in creative arts days at the regional high school.

School Features

History of the school

In 1954 Father Greg Ross, the parish priest of Bulahdelah invited the sisters of St Joseph from Lochinvar to come to Bulahdelah and open a Catholic school. In the following year, 1955, a primary school was opened. On the first day 60 children were enrolled. By the end of the year the enrolment was up to 81. In 1957 the grades were extended to include secondary classes. These were continued until 1966 when it was decided to close the secondary section of the school.

The sisters of St Joseph lived in the convent next to the school. This was built in 1926. Today the convent is recognised as a heritage building. In 2002 it was decided that a new school was to be built in the site. This was opened in 2006. The school building, while relatively new, is still nestled under the beautiful Alum Mountain and very mindful of its historical significance. Our school crest signifies our Catholic heritage and makes links to the local area.

Location/Drawing area

St Joseph's Bulahdelah is part of the Myall Coast region. It caters for families that live in the coastal towns of Tea Gardens and Hawks Nest. The local families come from the town of Bulahdelah and surrounding areas. The school is located adjacent St Brigid's church Bulahdelah and is part of the Myall Coast Catholic Parish.

The children from Tea Gardens and Hawks Nest currently feed into San Clemente High School in Mayfield and the children from Bulahdelah feed into St Clare's High School in Taree. Both Catholic high schools are quite a distance from the school. St Joseph's Bulahdelah is 107 kilometres north of Newcastle and 87 kilometres south of Taree. Parents from the Tea Gardens and Hawks Nest area are looking forward to the opening of Catherine McAuley High School, Medowie, in 2021.

We pay respect to the Worimi people as the original and ongoing owners and custodians of this land.

Students

In 2019 there were 43 students enrolled at St Joseph's Primary school and there were 3 class groups: Kinder/Year 1, Year 2, 3 and 4, and Year 5 and 6. The school is involved in national competitions such as the International Competitions and Assessments for Schools covering digital technologies, science, writing, spelling, English and mathematics and the Australian Problem Solving Mathematical Olympiads.

The school participates in the local Bulahdelah Show Pavilion Student Night, ANZAC and Remembrance Day services and Creative Arts opportunities at St Clare's High School in Taree. This year the school purchased two additional flag poles to allow the National, Aboriginal and the Torres Strait Islander flags to be flown.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
24	20	8	44

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 90.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.10	89.00	88.40	89.90	91.90	90.40	89.40

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	13
Number of full time teaching staff	4
Number of part time teaching staff	3
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Professional learning undertaken by staff in 2019 included:

- Compliance training
- Nationally Consistent Collect of Data compliance tool training
- Online NAPLAN training
- Making Jesus Real
- Developing an Effective Writing Program
- Aboriginal Culture and Spirituality – Kurunpa
- Tiered Literacy Screening using Acadience Reading
- Child protection
- Faith Formation
- Establishing Collegiality
- New K-10 PDHPE Syllabus Implementation Workshop
- Number Talks K-6
- Implementing a Multi Tiered Response to Intervention
- NAPLAN Analysis Workshop
- Gifted Education and Differentiation Strategies.
- The Developing Brain – Translating Neuroscience to Practice
- Leading Learning Collaborative
- National School Improvement Tool training
- Growth Coaching Strategy Canvas workshop
- First aid, Cardiopulmonary Resuscitation (CPR) and Anaphylaxis training

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Joseph's Primary School, was founded by the Sisters of St Joseph's and the Josephite tradition lives on today through the rich Catholic tradition and culture that pervades the prayer and liturgical life of the school.

Mass, liturgy and prayer were integral components of school life as they had the key role in deepening and celebrating our faith with the students, teachers and parents as a holistic faith community. These faith experiences also influenced interactions between all members of the school and parish community to be 'the face of Jesus' – true exemplars of Christ's disciples.

Mass was celebrated each month with the parish community and family masses occurred during the year. Parish priests of Raymond Terrace celebrate mass at each of our mass centres. Sr Libbey Byrne, our Parish Leader, a sister of Charity worked closely with the clergy and school to meet our pastoral requirements. Liturgies included:

- Commencement of school year
- Catholic schools Week
- Holy Week and
- Mission Day

Morning prayer is said together on a daily basis with the school prayer incorporating and acknowledging the courage and strength and faith of the Sisters of St Joseph. Class prayer

was a significant part of the daily life of the students and took many different forms according to the ages and needs of the students.

Parishioners are provided opportunities to be involved in the life of St Joseph's by volunteering to help in reading groups and by attending school liturgies and special events and celebrations. Regular meetings occurred between Sr Libbey and the Principal and Religious Education Co-ordinator. The Principal was also a member of the Parish Pastoral Council and provided weekly items for the Parish bulletin.

St Joseph's Primary school used the mandatory Diocesan K-12 Religious Education syllabus for the teaching of religion. Our school was the most improved school in the diocese in the Religious Literacy assessment. The school has implemented the Making Jesus Real (MJR) philosophy. The MJR values are identified and celebrated as they occurred during the day. Particular values are highlighted during our fortnightly assembly and newsletter.

St Joseph's is a Catholic school committed to an education that is centered on Christ and the Gospel values. These are implicit in every aspect of school life and define our interactions with one another. Our school motto: Loving, Learning and Living like Jesus, reflects the important example of Christ as we endeavour to reach out to those in need in our community and ever mindful to be continually thankful for all that we have been given. We strive to meet all with peace and love.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

The school curriculum at St Joseph's is rich and diverse, offering many opportunities, experiences and support for our students. Teachers differentiated the curriculum, implementing Personalise Plans (PPs) for learning, working with students individually and in small groups and providing resources to meet specific needs. PPs were implemented for students in classroom learning programs, following consultation with parents, external providers and teachers.

Student support programs included MiniLit, an early literacy program for teaching reading skills, and the employment of a Lead Teacher as an instructional leader in the classrooms to further develop teacher pedagogy and capacity. An Additional Language or Dialect (EALD) teacher provided support for our students from culturally and linguistically diverse backgrounds. Support was provided within the classroom or by withdrawal by specialist teachers. The delivery of this support changed throughout the year based on continuous collection and tracking of student data.

Students participated in the Newcastle Permanent maths competition and International Competitions for Schools (ICAS) Digital Technologies, English, Mathematics, Science, Spelling and Writing competitions. We also entered a team in the Australian Problem Solving Maths Games competition. The school ran both Spelling and Mathematics Bees. All students participated in excursions.

The school was involved in many co-curricular activities which included the following: athletics, swimming and cross country events at school, regional, diocesan and state levels; and a gala day for netball.

The Early Starters program is an all-day program which runs every Friday. It is a free program for children getting ready for their first year of school. Children have the total school experience – in a real classroom, with real teachers allows them to transition into the school environment smoothly.

The school celebrated Catholic Schools Week in Term One with a number of activities including a liturgy, open classrooms, choir performance and morning tea.

During Book Week the students participated in activities to celebrate the enjoyment of reading.

This year there was a focus on utilising Progressive Achievement Test (PAT) data to inform teachers of student's areas of strength and weakness. This data was used to supplement NAPLAN data. Further work was conducted on the use of Learning Progressions to allow teachers to more accurately locate a student's current literacy and numeracy knowledge, understanding and skills.

Our NAPLAN results for 2019 were outstanding and a tribute to the hard work the children and staff have put into their learning throughout the year.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	57%	57%	14%	11%
	Reading	43%	53%	0%	11%
	Writing	57%	51%	0%	6%
	Spelling	57%	48%	0%	13%
	Numeracy	29%	40%	14%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63%	34%	13%	17%
	Reading	63%	37%	13%	12%
	Writing	38%	17%	13%	19%
	Spelling	50%	34%	13%	14%
	Numeracy	13%	29%	0%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Respect and responsibility are the underlying principles of our Pastoral Care and Behaviour Management Policy. Our school goals and expectations are: 'I am Safe, I am Respectful, I am a Learner'. These are taught all year round.

St Joseph's Primary school actively promoted respect and responsibility in all aspects of school life. Significant initiatives that support our position included:

- Whole –school approach to restorative practice
- Support for Caritas during lent
- 'Protective Behaviour' units in Personal Development, Health and Physical Education (PDH&PE)
- Support of both Tea Gardens and Bulahdelah ANZAC ceremonies
- Community outreach projects – hampers to the St Vincent de Paul at Christmas
- Support for events run by the Parent Representative Group such as the disco and Mothers and Fathers day stalls
- Structured lunch-time activities such as knitting Trauma Bunnies for the Bulahdelah Ambulance Station and knitting a rug for the Wrap With Love organisation
- Structured play at lunch for identified students
- School choir for parent/grandparent events

During term 3, as a school, we visited Murrook Cultural Centre where our students learnt about Aboriginal culture. This experience, a sound, authentic and relevant cultural experience assisted students and staff in seeing Australia through the eyes of a local Worimi person.

During the year St Joseph's introduced the Aussie of the Month program. This program recognises students for their good citizenship, personal endeavour and achievement. In

particular, the award is presented to a student who displayed key values in school such as a fair go, mateship, respect and inclusion.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Annual school priorities

Priority 1

To improve student achievement levels in Catholic Religious Literacy.

Reason for priority 1

Previous Religious Literacy assessments highlighted a need to focus our attention on improving results achieved by our students.

Steps taken to achieve priority 1

Principal/Teachers:

- Engaged with Religious Education and Spirituality services in professional development regarding the Sacraments and also Scripture.
- Promoted and encourage staff to complete MN Learn Modules about sacraments they are teaching.

Status of priority 1

In 2019 the Year 6 students were the most improved cohort in the Diocese.

Priority 2

To achieve measurable improvements in learning outcomes and growth for all students particularly in numeracy.

Reason for priority 2

NAPLAN results identified Numeracy as an area requiring additional focus to enable students to be successful in this Key Learning Area.

Steps taken to achieve priority 2

- Implemented Professional Learning Communities to establish a cycle of collecting, analysing, recording and using data to inform teaching and learning in mathematics.
- Established ability level teaching of mathematics for stages two and three occurring Tuesday to Thursday each week.
- Conducted program audit
- Participated in professional learning to improve teacher understanding of learning progressions and how they can improve classroom practice.
- Upskilled teachers in the use of the SCOUT website and item analysis in NAPLAN to target areas and questions of weakness.
- Teachers used NAPLAN style questions in regular lessons to give children a better understanding of strategies to use when solving problems.

Status of priority 2

The first 3 steps have been implemented and the remaining steps are ongoing.

Priority Key Improvements for Next Year

Projected school priorities

Priority 1

To assist families to understand the importance of the implementation of the Making Jesus Real (MJR) philosophy.

Reason for priority 1

To assist in the evangelisation mission of the school and church. This contributes to the opportunities to provide ongoing faith development.

Steps to be taken to achieve priority 1

Principal/Religious Education Coordinator/Teachers:

- Implement the MJR philosophy throughout the school.

- REC to model MJR lessons and language to all classes and train student leaders in MJR aspects being focused on.
- Teachers to imbed MJR into their RE lessons and promote language of MJR daily.
- REC to work with teachers on their programs and embedding MJR.
- REC to give formation on parent/ teacher nights, P & F meetings, newsletters and daily communication.

Priority 2

To achieve measurable improvements in learning outcomes and growth for all students particularly in literacy.

Reason for priority 2

Our school, being a Literacy and Numeracy Action Plan school, has a requirement to focus on improving writing across the school.

Steps to be taken to achieve priority 2

Steps will include:

- Teachers using student data to plan and inform.
- Vulnerable students being identified for early intervention and all students receiving personalised writing goals.
- A Lead Teacher employed as an instructional leader in the classrooms to further develop teacher pedagogy and capacity.
- Develop teacher capacity of how to differentiate instruction in the teaching of literacy to meet the needs of all learners.
- Review and evaluate implementation of explicit writing strategies K-6.
- Conduct program audit.
- Use learning progressions to inform teaching in the identified areas.
- Professional Learning to improve teacher understanding of learning progressions and how they can improve classroom practice.
- Education Officer to conduct professional learning on the moderation of writing samples.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to gauge reaction to decisions, policy and school procedures:

- Parents are encouraged to meet with school staff or the principal if they have a concern about their child or children. This is communicated via our school newsletters, Compass posts and in general conversations.
- Parents have the formal opportunity to meet with teachers as part of our Parent/Teacher/Student conferences held at the commencement of Term One and the end of Semester One and Semester Two.

Attendance of parents at fortnightly assemblies is encouraged and welcomed.

Parents are encouraged to be involved in all carnivals and school events including Catholic Schools Week, Mothers, Fathers and Grandparents day activities.

Communication with parents is by way of regular newsletters, formal and informal meetings with staff, letters, emails, phone calls, notes in the students' school diaries and notices on Compass. We also welcome regular feedback from parents and caregivers to gauge their satisfaction with the school.

Student satisfaction

During 2019, the students were given the opportunity to have a say in their school. The school values and is very aware of student voice so that we can respond to any emerging need.

Our students have wonderful facilities, playing spaces, learning spaces and technology resources to assist them with their learning and leisure at St Joseph's Primary School. They are proud of their school and assist in keeping it looking presentable at all times.

Our students value the facilities and staff of the school and they felt very socially connected to the school. They identified that the staff provided purposeful learning opportunities in planned and effective ways and felt that the teachers modelled the values of our Catholic faith in their interactions. The students felt that they enjoyed positive relationships within the school community and that they were interested and motivated while at school. They felt that they were very motivated to learn while at school. The students felt that they tried hard while at school to succeed in their learning.

Teacher satisfaction

Staff identified that there was a positive climate in the school with a strong learning climate. Staff felt supported in their role as educators. They provided one another with feedback, and this was evident in the area of collaboration and school inclusivity. Staff agreed with the shared goals of the school which were developed collaboratively. There was considerable learning from feedback on a peer to peer basis. Staff identified that interactions between all stakeholders was a positive element of the school and has had pleasing effects on the learning culture. There was a strong sense of ownership of the shared work of the school.

During the year the school closely diagnosed the learning needs in the area of technology. This focused not only the provision of hardware replacement in the learning spaces, but the development of teacher capacity in the use of the equipment. This is an area to be further explored in the following year.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$850317
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$258876
Fees and Private Income ⁴	\$61630
Interest Subsidy Grants	\$10216
Other Capital Income ⁵	\$20130
Total Income	\$1201169

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$493
Salaries and Related Expenses ⁷	\$858866
Non-Salary Expenses ⁸	\$302271
Total Expenditure	\$1161630

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.

END OF 2019 REPORT