

2019

ANNUAL SCHOOL REPORT

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Together in Christ

St. Joseph's Primary School
Charlestown



St Joseph's Primary School

Shelton Street, CHARLESTOWN 2290

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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

St Joseph's Annual School report reflects a snapshot of our school in 2019.

St. Joseph's offers a catholic education within the MacKillop parish, with excellence in teaching and learning from Kindergarten to Year 6. Founded by the Sisters of St Joseph, we take great pride in the Josephite charism. Our core values of Striving High, Living Like Jesus and Care for the Environment are embedded in our everyday life. We are committed to providing contemporary learning opportunities in flexible learning spaces.

Our teachers and support staff work in collaboration to ensure high quality programs are taught and to ensure differentiation across the curriculum to suit all learners. We are inclusive to all and provide quality support for students with additional needs in safe and supportive classrooms.

Our positive partnership with our parents and wider community are valued and promoted with many opportunities for parents to be involved in school life. We are well supported by parents who volunteer for many of the services provided by the school. The canteen and clothing pool are fully maintained by a team of dedicated volunteers with funds raised going to the P & F committee and in turn back into the school for resources.

2019 was a year filled with many celebrations and achievements in the religious, academic, sporting and social aspects of the school. The qualities of collaboration and partnership between students, parents and staff are something of which we are very proud.

Parent Body Message

Parents and Friends Associations are the linchpin between the Catholic Schools Office and the family community of each school. At St. Joseph's, the P&F has enjoyed a long and fruitful relationship with the school principal, executive, staff and the parent body. The 2019 year continued in this pattern.

In 2019 the P&F was able to contribute some \$11,121 to many projects such as:

GRIP Leadership program, Yr 6 graduation, book vouchers, furniture, the BeeBots program, Planetarium incursion and financial support for families with children attending Polding and State level sports.

This year the fundraising team coordinated the Mother's Day stall, Easter raffle, Father's Day stall, Entertainment Books, Bunnings BBQ and a high tea. Whilst these events are focused on fund raising, the added benefit is that these moments also bring people together which adds to a sense of community and common purpose.

In 2019 the P&F led canteen was endorsed as a Healthy Canteen Menu school. This is a significant achievement which brings St. Joseph's in line with NSW Government objectives for healthy schools across the state.

This year the Clothing Pool team coordinated the introduction of "skorts" as an addition to the uniform options. The team also held a highly successful second hand sale that provided affordable uniform options for our families.

The P & F Committee acknowledges and thanks the many volunteers who assist in our school throughout the year. We also thank Mrs Edstein, Mrs Drake and all the staff for their continued support and encouragement.

Student Body Message

The Student Leadership team at St Joseph's is elected annually by the Year 2-5 students and staff. All Year 5 students have the opportunity to nominate and apply for a leadership position. The School Councillors have continued to take an active role in many areas of school life, including confidently leading the weekly assembly and representing our school at events such as ANZAC Day, Catholic School Week and Mission masses. We consider all Year 6 students as leaders and opportunities to demonstrate their role in 2019 included being peer group leaders at special events including National Day of Action Against Bullying, and our Parish schools Mary MacKillop Feast Day. Our Year 6 students are always a very supportive and attentive buddy in their much loved role to our new Kinder students, as well as helpful and generous with their time to the teaching staff when asked to help out with the myriad of daily school responsibilities.

School Features

St Joseph's Catholic Primary School caters for students from K to Year 6 and is part of the MacKillop Parish. Our school was founded by the Sisters of St Joseph in 1927. The school was initially located in Milson St. Charlestown, adjacent to the parish church and the Josephite convent; however, as the Charlestown area grew and developed it was necessary to relocate to accommodate growing enrolments. In 1975 the new school, situated in a natural bushland setting was officially opened. St Joseph's is proud of its Josephite heritage and continues to espouse the charism of the Josephite order.

St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the Lakes Region of Catholic schools and we are a feeder for St Mary's, 7-12, Catholic College, Gateshead.

Nestled in a lush bush setting, St Joseph's provides a stimulating environment for children to learn and play. Our school community is equipped with modern and engaging learning environments in which to deliver our comprehensive curriculum. As a Catholic school, St Joseph's is committed to ensuring every child is given the opportunity to achieve their very best within the classroom. The partnership between home and school is strongly promoted and valued at our school as teachers work closely with parents to ensure individual needs can be met.

St Joseph's is a custom-built school designed to facilitate team teaching and meet the needs of contemporary learners, allowing for both collaboration and personalised learning. With a focus on open plan learning, teachers can work in pairs and share resources to effectively plan and deliver their contemporary learning methods. The staff at St Joseph's embrace this philosophy wholeheartedly to ensure the needs of students drive their teaching agenda.

St Joseph's is well resourced with modern facilities and technology. Our integration of learning technologies in all key learning areas gives students access to current technology such as interactive SMART Boards, iPads and laptops and wireless internet throughout the school. Years 5 and 6 use a BYOD program that enhances the teaching and learning experiences across the Stage 3 curriculum. The contemporary learning approach used at St Joseph's ensures our staff provide academic support that is personalised and responds to the learning needs, interests and experiences of each student.

St Joseph's offers a range of sports across both our internal and external sporting program, giving students the opportunity to compete at representative level in a variety of sports. As a school, we pride ourselves on providing a variety of experiences for every child with our weekly in-school sports program where students can participate in gymnastics, dance, and swimming. Many students have attained notable achievements in a variety of local, regional,

diocesan, state and national competitions in both team sports as well as individual-based sports.

All students have the opportunity to discover, strengthen and express their creative abilities through music and drama. Students are taught by a specialist music teacher and also have the opportunity to join the school band and receive tuition onsite for band instruments. Our school choir also performs at school liturgies and local community events. Our students frequently express their talents beyond the school setting by joining ASPIRE, public speaking and debating programs.

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
125	119	23	244

* 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 93.27%. 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
94.00	92.70	93.70	94.20	93.50	92.50	92.30

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	32
Number of full time teaching staff	10
Number of part time teaching staff	13
Number of non-teaching staff	9

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

Staff at St Joseph's are committed to ongoing, relevant and evidence based professional learning opportunities to enhance their capacity to deliver quality teaching and learning programs for a diverse range of student groups. In 2019 professional learning undertaken included: COSI focus days, *Developing an Effective Writing Program* with Sheena Cameron and Louise Dempsey, *Zones of Regulation*, Digital Technologies, Identification of Gifted Students, PBL, *Good for Kids*, Using and Interpreting PAT test Data , InitialLit Literacy training, an introduction to the new PDHPE syllabus and the NCCD process. The principal also attended and shared research presented at the Catholic School Principal conference held in Sydney.

All teaching staff continued to engage in the Professional Practice and Development process, and focused on student writing development in stage based professional learning teams.

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)

At St Joseph's we take pride in promoting and celebrating our Catholic identity. In 2019 we continued to promote our new school vision statement: Through truth in Christ we Learn, Love and Serve our Community. We model the evangelising mission of the Church by welcoming all and living out the Gospel values. These values are reflected in our school policies and practices and in our relationships with each other and our community.

Our school values SJC – Strive High, Live like Jesus and Care for our Environment help us to identify and practise respect for each other and our environment while connecting all we do to the story of Jesus Christ.

The charism of our founders, the Sisters of St Joseph and their history with the school since 1927 is reflected in our school crest and our welcome mural at the school's entrance. The school's office foyer, the staffroom and classrooms have dedicated prayer spaces highlighting events in the liturgical calendar and our school vision statement is displayed in these spaces. We regularly celebrate together through prayer, liturgy and assemblies demonstrating our deep commitment to our Catholic faith and its traditions.

St Joseph's Catholic Primary School, as part of the MacKillop Parish collaborates with the Parish Priest, and the various Parish groups such as the Parish Pastoral Council, St Vincent de Paul Conference and Sacramental Team through attendance at meetings, school liturgies and parish masses. Representatives from the SVDP team regularly visit the school to encourage our involvement in outreach through our Mini Vinnies group. The REC and

Assistant Principals are part of the Sacramental Team, assisting with faith formation and preparation classes for the sacraments.

Throughout 2019 we celebrated as a parish community with the Welcome Liturgy, St Joseph's Feast Day, Catholic Schools Week, Holy Week & Easter, Advent & Christmas, Mary MacKillop feast day and the End of Year Mass acknowledging our Year 6 graduates. Parents are always welcome and encouraged to attend parish celebrations and these are promoted in our school newsletter and on Compass. In 2019 students and staff began regularly attending Parish weekday masses, with each class attending at least one mass per term.

In 2019 the Mini Vinnies group continued to operate with a large number of students from Stage 3 being commissioned at the Catholic Schools Week Liturgy. Our Mini Vinnies students received their badges and made the pledge to make a difference in the lives of others. A variety of fundraisers with contributions made to Caritas' Project Compassion, Catholic Mission and St. Vincent de Paul Society were made during 2019. This year our school also participated again in the Hamilton Uniting Church Christmas Tree Carnival to raise funds to support St Vincent de Paul. The school community is extremely supportive of all events and continues to show a true spirit of generosity and concern for others.

Regular prayer is an important facet of our school life, in the classroom, at assembly and in the staffroom. Every Monday morning our staff gathers to pray as we begin the school week. The daily prayer of the Church, the Liturgy of the Hours, are used as well as staff and whole school liturgies, prepared by the REC to reflect the liturgical calendar of the church and secular celebrations such as Mother's Day, Father's Day, Grandparent's Day, Reconciliation Week and ANZAC Day.

A staff spirituality day was held in Term 2 with key speaker Jonathan Doyle that gave staff an opportunity to develop their personal faith understanding. Furthermore, the Principal, AP, REC and PC each attended their respective Diocesan retreats throughout the year, and several staff members attended the Beginning Teacher retreats.

St Joseph's implements the Diocesan K-12 Religion syllabus for the teaching of Religion. Each class implements structured Religious Education lessons equating to two and half hours per week. This develops knowledge and understanding of the traditions of the Catholic community; its story, its experiences and its teachings.

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

During 2019 InitialLit, an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers was introduced in Kinder and Year 1. Teachers attended professional learning for the implementation of this program and in the regular analysis of the data to inform their teaching for each student. Our strong commitment to early and ongoing intervention from K-6 is evident in our use of other programs such as MaqLit and MiniLit which is implemented through targeted group direct instruction.

Our focus on writing continued with a whole staff professional learning day with respected authors Sheena Cameron and Louise Dempsey. From this professional learning opportunity staff capacity in delivering effective writing programs was enhanced.

Students in Years 3-6 again participated in the Scope IT Coding program in 2019. This gave the students a weekly lesson in coding, robotics, and in developing knowledge, understanding of and skills in applying the processes of Working Technologically. Our Teacher Librarian participated in professional learning sessions on the use of Minecraft in Education and has implemented this with our Stage 3 students.

A large number of students from Years 2-6 participated in the University of NSW International Competition and Assessments for Schools (ICAS) Australia. Students had the opportunity to sit assessments in Digital Technologies, Science, Writing, Spelling, English and Mathematics.

We again hosted the Lakes Region Public Speaking Competition which saw teams from our local schools come to our school to participate in this wonderful learning experience.

A number of students from St Joseph's successfully auditioned for ASPIRE and were part of the entourage for 2019. Their performances were of a high standard.

Our 2019 annual school concert was a wonderful show titled , "St Joey's got Talent" and was held in the Roger Kennedy Hall, Gateshead. Each grade showcased their talents and skills from their music lessons throughout the year. Our drama students and school band also contributed to entertainment on the night.

The children here at St Joseph's are blessed with wide open play spaces to interact with their peers whilst playing a variety of sport onsite including soccer, basketball, netball, cricket and touch football. The children have many opportunities to represent their school at a Diocesan level and be selected for Polding teams. We had a number of students in 2019 reach representative level.

Our many carnivals and sports including school cross country, swimming carnival, athletics carnival and gymnastics in particular, bring a wonderful sense of achievement to our students and allow opportunities for our families and friends to volunteer and witness our students' talents.

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	61%	57%	3%	11%
	Reading	61%	53%	0%	11%
	Writing	57%	51%	0%	6%
	Spelling	33%	48%	3%	13%
	Numeracy	58%	40%	0%	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	47%	34%	15%	17%
	Reading	41%	37%	9%	12%
	Writing	29%	17%	12%	19%
	Spelling	35%	34%	12%	14%
	Numeracy	27%	29%	9%	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

In 2019 St Joseph's Charlestown continued to implement our Positive Behaviours for Learning (PBL) policy and procedures. PBL is a behaviour management framework in schools that explicitly models, promotes and rewards positive behaviours while providing consistent structures in responding to negative behaviours. At St Joseph's our school values underpin our PBL approach and this was clearly demonstrated in the explicit teaching of focus positive behaviours and acknowledgement of student efforts in demonstrating these values throughout the year.

Within the classroom resources from Bounce Back — a program that promotes social and emotional learning — as well as Zones of Regulation were also used to assist in teaching these positive expectations and develop a whole school consistent approach to helping our students identify and access strategies to promote self-regulation. In 2019 more students reached PBL milestones known as "Joeys" than in previous years, including the awarding for the first time of three St Joseph's PBL medals.

St Joseph's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff. Each year we continue to participate in the National Day of Action Against Bullying with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour. This year we combined this day with Harmony Day activities to celebrate the wonderful diverse and rich heritages of our students and their families.

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

2019 saw a continued focus and embedding of the development of our Catholic identity and culture. We engaged more fully in the parish celebrations with attendance at the weekly parish mass in stage groups and also a whole school mass to celebrate the beginning and end of the school year. Staff faith formation was also enhanced with the expertise of presenter Jonathon Doyle. We raised awareness of our Catholicity through written and oral communication with parents, especially the understanding of our new vision statement and logo.

During 2019 we continued to focus on the teaching of the craft of writing and to develop teacher capacity to implement the Seven Steps Writing program. Developing more effective evidence- based writing lessons were enhanced by professional learning and analysis of writing samples during stage based teacher team meetings.

In 2019 we developed a more consistent approach to the teaching of spelling across the school using an updated school Spelling Scope and Sequence. Consistency and ensuring continuity in early reading instruction is being achieved by the implementation of the Initialit Foundation and Initialit Year 1 programs.

Staff fully engaged with the PP and D process during 2019 and adopted a variety of practices to strengthen their professional capacity. Regular meetings with stage teams, executive mentor and peer teaching observations were conducted throughout the year. School, stage and personal professional goals were aligned and tracked in a more consistent manner during 2019 as we were able to embed our practices in this area.

Priority Key Improvements for Next Year

During 2020 St Joseph's will prioritise:

Planning and delivering meaningful and engaging prayer opportunities for parents and students.

Improving home – school partnerships by increasing opportunities for parents to be engaged with their child's learning.

Embedding Leading Learning Collaborative strategies and the 14 parameter research of Lynn Sharratt (Clarity) to build precision in teaching and leadership practice, and improve student growth and achievement.

Planning and delivering professional learning, including specific focus on teaching spelling PD, provided by Dr. Tess Daffern, to enhance teacher knowledge of effective practices in teaching spelling and writing skills.

Introducing the role of the Pedagogical Mentor (PM) role and embedding it in school culture to build teacher capacity to utilise evidence-based theories and instructional practices.

The continued analysis of data (qualitative and quantitative), to determine and implement differentiated learning programs for our students.

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

Indications from both formal and informal data collected show that parents and carers are generally very satisfied with St Joseph's as the school for their children. We regularly ask questions and survey parents regarding their understanding and acceptance of various policies and procedures.

Our Parents and Friends Association is another forum where we gather feedback regarding issues within the school. Parent feedback is valued and welcomed, and we ensure we follow up on concerns raised through the appropriate channels. The culture of the school is focused on open and honest communication to enables all issues to be discussed and resolved.

Teachers at St Joseph's are very approachable and generous with their time ensuring they are available to meet with parents to discuss any concerns regarding their child's school experience. Teachers use various modes to keep parents updated on their child's progress.

Involvement from our parent community is outstanding. The attendance at events is impressive. From this we gauge the community are more than satisfied with our efforts to educate their children. We are constantly trying to improve the way we do things and find formats to communicate with our parents and community. In 2019 we launched our school Facebook page and have noted the positive responses to our regular posts.

Student satisfaction

Student voice is valued and regularly sought at St Joseph's. Students feel a true sense of connection to their school and know that all staff are committed to ensuring they achieve their personal best. Our students are proud and grateful for our expansive and natural playground environment. They enjoy representing our school at a variety of events and showcasing our school to our many visitors, who also frequently comment on our happy, friendly and welcoming students.

Teacher satisfaction

St Joseph's has a highly professional and skilled teaching staff who continue to show commitment to their vocation. Staff work collaboratively to achieve positive outcomes for students, and constantly strive to create a learning environment that address the needs of each learner. Staff participate in a variety of professional learning opportunities throughout the year and share this knowledge to benefit all students. Staff participate in many extra curricular events and are also frequently consulted to provide input and feedback to improve school practices. St Joseph's staff are highly respected by the school community for their commitment to developing relationships that enhance both their professional and personal lives.

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	\$2346139
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$683667
Fees and Private Income ⁴	\$510987
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$137070
Total Income	\$3677863

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$2732
Salaries and Related Expenses ⁷	\$2691561
Non-Salary Expenses ⁸	\$779398
Total Expenditure	\$3473691

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