

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's Primary School

140 Wangi Road, KILABEN BAY 2283

Principal: Charlene Reid

Web: <http://www.kilabenbay.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

It is my pleasure to present the 2019 Annual School Report for St Joseph's Catholic Primary School, Kilaben Bay. The report presents an overview of the school's achievements, events and activities in the past year.

We have had many significant changes this year including the appointment of a new Assistant Principal, Mr York and myself appointed as our new Principal. I come to St Joseph's with great enthusiasm and a future vision for the learning of the children, the development of staff and the relationships between families and Parish. I believe each child is sacred and unique deserving opportunities to excel academically, socially and spiritually. I feel strongly about building relationships and open communication among all stakeholders of our school community.

St Joseph's is a Catholic co-educational K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is interwoven throughout the curriculum and extra-curricular life of the school. Our school motto "Love One Another" reflects our vision and mission statements and our Positive Behaviour of Learning (PBL) focus across our whole school.

School life is centred on the school's Vision and Mission Statements and the school motto which is strongly reinforced in daily life at St Joseph's. Our school's core values are respect, responsibility, honesty and learning. These values are incorporated in our PBL and displayed throughout our school outlining our clear expectations each and every day. We value rich learning and deep thinking, not only in an academic sense, but in the growth and development of the whole child. We profess Gospel values for our students, parents, staff and all who make up our community. We have a strong commitment fo social justice and reaching out to others.

We welcome Catholic enrolments and Non-Catholic enrolments K-6 each year. Our Learning support team work closely with our teaching staff and myself to individualise programs for our children, therefore the focus is on our school being ready for your enrolments rather than your child being ready for school! Our core business is to provide quality teaching and learning in a safe and supportive environment at St Joseph's.

I invite you to read through our Annual School Report 2019 to become familiar with our wonderful school and the unique characteristics we offer. This includes a natural play based learning area, a vast grassy field to play on, an area for passive play and learning. Our children are blessed with staff offering many opportunities in the area of Science and Technology (STEM), Gifted and Talented, robotics and the Arts.

Parent Body Message

The Parents and Friends Association of St. Joseph's Kilaben Bay is an active body that takes great pride in working with and continuing to build on the great relationship we already have between parents, friends, teachers and the parish community. Our aim is to work in partnership with all of these groups in delivering resources for the school community that will be of benefit to the children attending.

Throughout 2019 we had a number of successful fundraisers that are a great opportunity for our families to socialise with each other in a relaxed environment whilst also raising additional funds to purchase equipment that will benefit the school community. Some of our fundraisers in 2019 were:

- Two school discos
- Student movie night
- Adult social night

The Parents and Friends Association communicate with the school community via monthly meetings and we are always encouraging all members of the school community to come along and have input into what they are wanting from the association and to make suggestions on different fundraising opportunities that will allow our school community to continue to come together. We also have updates in the school newsletter, the school notice board and Compass app. Communication with the parish is via the P & F meetings with a delegate of the parish attending.

During 2019 P&F contributed to:

- * Year 2 swimming program
- * Year 6 farewell
- * Playground improvements

- * Student leadership blazers
- * Upgraded ipads
- * Sporting equipment and locked box for field playing area
- * TOM registration

Student Body Message

Our years at St. Joseph's Primary School are ones to treasure with great memories, experiences, and lessons that you can carry with you for the rest of your existence.

St Joseph's offers a range of opportunities for me as student, such as school camps and excursion. Last year, year 6 went to Canberra, there we got to go on tours of important

places, like Parliament House and the Australian War Memorial. While being a great learning experience, it also provided a perfect time for bonding with our classmates and our teachers.

Another highlight of my year 6 journey was our buddy system. We were allocated a kindergarten and it was our job to introduce them to school life and to be their go-to person. All of us formed unforgettable relationships with our buddies as we played and learned as a team.

Also, our leadership opportunities really stood out. The chance to have a say in the school and be a role model to the other students. Whether it be a School Captain running the assemblies or a Sports Captain waving the team flag or a Mini Vinnies Executive organising a fundraiser for Catholic Mission, it was truly a special thing.

A few other things that made my year unforgettable were our participation in the ANZAC Day march at Toronto, performing in ASPIRE and my peers supporting me in their seats at the Civic Theatre, and being the regional winner of Public Speaking.

St Joseph's got me to all these things, and they will get me so much further as I make my journey through the next chapter of my life. I am sure any student would agree, Joey's is and was the place to be.

We have also had opportunities to visit St Paul's Catholic College, Booragul for art tutorials and art shows. St Paul's Catholic College, Booragul students were invited to speak at St Joseph's during our Kindergarten orientation day to show the link and relationship between our primary and feeder high school.

School Features

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

Our school is clearly identified as a Catholic School in the local community and also welcome and cater for non-catholic families. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto "Love One Another" in everyday school life.

Many visible signs in the school also identify St Joseph's values and quality Catholic education centred on the school's Vision and Mission Statement. Children educated at our school will grow in understanding and appreciating the core values of respect, responsibility, honesty and learning. Our Positive Behaviour for Learning is represented by our acronym "SJKB" - Strive High, Making Jesus Real, Keep our environment clean and Be an Excellent Learner at St Joseph's Kilaben Bay!

A beautifully painted school cross with indigenous themes is displayed along with two foundational Catholic banners of the Josephite and Mercy orders. Wandana indigenous group worked with our school community and has produced a painting encompassing every child's painted dot representing our unity at St Joseph's. We hang this proudly in our hall.

Our inclusive Parents and Friends committee play a pivotal role in our school organising community events and fundraising activities to promote the sense of community and the learning resources for our children.

Our P&F committee and others gather together once a month to discuss a set agenda always focusing on school improvements and the resources needed for children's learning.

Children have many opportunities to be a member of the band, the guitar group, our regional and diocesan spelling and maths bees, SMASH skills, gymnastics, dance, Year 5 camp and Year 6 Canberra excursion. Children also have the opportunities to share their skills and talents in representative sport e.g. cross country, athletics, swimming, Diocesan Summer and Winter sport trials.

We are involved in ICAS assessments, Newcastle Permanent Maths competition, maths olympiad, chess competitions, music esteddfods, Tournament of Minds, Science days and enrichment programs.

Our successful submission for our boys and girls toilet refurbishment will take place in 2020 and our new administration block, learning and collaboration spaces will also take place in various classroom spaces. A new outdoor area will be completed and new playground facilities are planned for 2020.

We celebrate many special days here at St Joseph's including St Joseph's Feast Day, Mother's Day, Father's Day, Book Week, Catholic Schools Week, Grandparents day, Easter celebrations and Christmas. The children will take part in our end of year awards ceremony. We performed at our local high School, St Paul's for our Drama night. We celebrate Harmony Day, 100 days of Kindergarten. We welcome our community at our Welcome BBQ and invite our community to celebrate our many feast days with our Toronto Parish.

This year we are blessed with many small classes Kindergarten to Year 6 taught by experienced and enthusiastic teachers and learning support assistants. Our feeder high school is St Paul's Catholic College, Booragul.

St Nicholas OOSH before and after school care plus vacation care are available working onsite in our school hall from 6.30 am to 6.30 pm for any families needing to use this service.

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
101	110	22	211

* 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 91.86%. 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
92.61	91.36	90.38	92.90	91.03	93.03	91.68

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	31
Number of full time teaching staff	11
Number of part time teaching staff	9
Number of non-teaching staff	11

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

Our staff has been involved in many staff development opportunities including:

Maths professional development delivered by the Principal in line with our school improvement plan of embedding rich mathematical activities and assessment opportunities K-6. Also maths whole school professional development delivered by MANSW.

Staff spirituality day.

Our whole school PLTs focusing on using technology to enrich our learning in mathematics and beyond.

Our Gifted and Talented Mentor sharing with staff during staff meetings and support within the classroom.

Cultures of Thinking (Simon Brooks) focus to develop and reinforce the importance of providing opportunities to think, to problem solve and to persevere.

All necessary classes are trained in Initialit and 7 Steps to Writing Success.

All infants teachers have professional development training in Initialit (early literacy intervention).

All learning support assistants are trained in MiniLit and Macqlit (early literacy intervention).

1-2-3 Magic is our whole school behaviour management strategy incorporating emotion coaching.

Staff members attended the Melbourne conference focusing on PLTs, technology and mathematics.

The appointment of our Gifted Education Mentor (GEM) has provided us the opportunity to learning through professional development courses.

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 Catholic identity is well known and is foundational to who we are in our community. It is woven into the fabric of school life here at St Joseph's. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of Christian community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto of "Love One Another" in everyday school life. Many visible signs in the school also identify St Joseph's as a Catholic School including the school entrance foyer and the hall. In 2019 all students contributed to producing a beautiful indigenous artwork that depicted the quintessence of our Catholic identity, this being proudly displayed in the hall. Another initiative in 2019 was the new colourful and creative signage in different areas of the school that focused on our new acronym: SJKB

S = Strive High

J = Make Jesus Real

K = Keep our environment clean and tidy

B = Be an excellent learner

The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters, formal meetings between REC, Principal and School and Parish Leadership Team. The Principal, Assistant Principal and REC are members of Parish Teams. The staff regularly attend parish events and the parish are invited to school liturgies, Masses and special events. The REC liaises with the Parish staff in planning Parish/School liturgical

celebrations. Our student leaders and the Principal/REC attend Diocesan Masses and ANZAC Day /Remembrance Day Community Services. Many parishioners assist with the LAP program. Our school and parish host the annual Ecumenical Way of the Cross in our parish grounds.

Staff attended a Spirituality Day in Term 4. The theme for this day was "The Way of Mercy." It was based on Catherine McAuley and the Mercy tradition, one of St Joseph's charisms. Weekly staff prayer takes place every Friday morning. Prayer is a focus at all assemblies and in every classroom. Students participate actively in Liturgy and are taught the responses and the order of the Mass. The 'Make Jesus Real' philosophy has continued to be implemented in 2019 and has been embedded into our new acronym SJKB.

Catholic Mission is a focus of our school's social justice initiatives. Each year we invite the Catholic Mission School Liaison Officer to the school for our Mission Fun Day presentation. Our Year 6 students are vitally involved in organising stalls for this day, with all fundraising going to Catholic Mission. Our Mini Vinnies Conference raises funds and assists families in need and the wider community at different times throughout the year e.g. Winter Appeal Day.

St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. Year 6 students participated in the inaugural Diocesan Religious Literacy Test. New resources have been purchased to support units of work this year and will continue to be purchased as required with the RE budget in 2020. The children enjoy sharing quality work in Religion and successes are celebrated.

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

St Joseph's Kilaben Bay is always evolving as a community where learning is valued and expected by all stakeholders. As such, the school's curriculum is directed by NESA expectations and class timetables reflect the allocated times for each Key Learning Area.

To fulfil NESA expectations, all classes engage in the teaching of English, Mathematics, Science and Technology, Human Society and Its Environment, Creative and Practical Arts and Personal Development, Health and Physical Education. Alongside these learning areas, each class also delivers Religious Education Programs as part of the students' Catholic faith development.

The school has implemented a number of strategies designed to enhance student learning. A focus on developing deeper thinking by students has led to the implementation of a variety of strategies aimed at developing a Culture of Thinking across the school. The introduction of Number Talks into the Numeracy warm up session encourages students to develop a variety of thinking strategies to solve Mathematical problems.

The overall school pedagogy is being improved by the appointment of Pedagogical Mentors. The mentors focus on the development of Numeracy and Literacy pedagogies across the school to improve student learning.

The school Learning Support Program is designed to target those students with particular learning and behavioural needs. Vulnerable students are identified and are assisted mostly in class by Learning Support Assistants and class teachers. There are a number of students on the NCCD and they are supported according to their individual needs.

There are a number of Intervention Programs across the school, including a Phonemic Awareness Program, Fine Motor Skills Program, Minilit and Macqlit, Rapid Reader, Art Therapy Program and Social Skills Program to name a few. Lunch Club is provided most days as well as a variety of behaviour programs.

The school employs an Aboriginal Educator 1.5 days per week.

Diagnostic testing occurs regularly including YARC, Acadience Reading and speech and language screeners. All students complete the PAT Comprehension and Numeracy Assessments and Years 3 and 5 participate in NAPLAN each year.

St Joseph's has recently become a GEL school and implements programs to support the gifted students in our school. The appointment of a GEM (Gifted Education Mentor) has enabled the needs of those students requiring extra challenges in their learning to be addressed.

There has been a specific drive towards the use of digital technologies to improve student learning, especially in the areas of Science and Technology and Mathematics. The appointment of a Digital Technologies co-ordinator in the school has been successful and has involved a gradual release of responsibility approach, involving coaching, team teaching and finally implementation of programs by each class teacher. The result has been an improved use of digital technologies in the school across learning areas.

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	63%	57%	9%	11%
	Reading	50%	53%	9%	11%
	Writing	56%	51%	3%	6%
	Spelling	41%	48%	9%	13%
	Numeracy	31%	40%	6%	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	44%	34%	7%	17%
	Reading	33%	37%	4%	12%
	Writing	11%	17%	30%	19%
	Spelling	33%	34%	0%	14%
	Numeracy	19%	29%	7%	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

Our whole school 1-2-3 Magic and emotion coaching behaviour plan was implemented early this year promoting emotional coaching and self-regulating. We also incorporate zones of regulation into our classrooms for specific learners, however this is also implemented as a whole class strategy.

Here at St Joseph's we focus on positive behaviour for learning (PBL). Our school acronym SJKB has a double meaning:

SJKB - Strive High, Making Jesus Real, Keep our environment clean and tidy, Be an excellent Learner

SJKB - St Joseph's Kilaben Bay

Our Positive Behaviour for Learning team consists of staff members analysing data to identify areas of need. Each child strives to accumulate reward gotchas and also team gotchas. Students choose according to data the expectation under a particular banner from our SJKB acronym to concentrate and explicitly teach the behaviour and the language needed to carry out the expectation within our everyday life.

Our school prayers celebrated daily and Acknowledgement to Country promotes a sense of respect for ourselves and our community.

Children participate in Making Jesus Real daily activities through discussion, workbooks and sharing their everyday experiences.

Our senior students facilitate peer support activities K-6 throughout the year promoting resilience and perseverance, working together and problem solving. Students learn from their peers and a new found respect and friendships are formed.

Our senior students also lead our weekly assemblies, organising PBL and merit awards, birthday certificates and special announcements. They are excellent role models for our school community. They also provide care for our newly enrolled Kindergarten students within our buddy program. All kindergarten children are buddied with a year 6 child during their extensive transition program and into the new year.

All students take part in the local ANZAC march at Toronto joining in with the community for the march and the laying of the wreath. The children and families are able to participate as active members of the wider community and show respect for those who have lost their lives and for the modern day service men and women who look over us now.

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

Greater communication with parents, staff, students and Parish.

To promote community within the whole school.

Numeracy focus

Focus on whole school Stage Professional Learning Communities (PLCs).

Purposeful use of technology within the classroom K-6.

Our staff goals align with our school goals and align with our school improvement goals and incorporated into our PLTs (Professional Learning Teams).

Gifted and Talented identification process and appointing a Gifted Education Mentor (GEM) to work with teachers and students.

Priority Key Improvements for Next Year

To create and implement a revised PBL matrix encompassing MJR, behaviour management and PDH syllabus.

To offer faith formation to our staff to promote further relationships with Christ.

To enhance our quality teaching of Religious Education.

To offer professional learning focusing on rich RE tasks and activities.

To establish a culture of thinking school wide.

To improve students' ability to think mathematically and in the area of English including enhanced pedagogy.

To work and support our pedagogical mentors in their roles.

To build the capacity of every teacher.

To continue to support children's wellbeing and work in partnership with parents and the parish.

To implement the new pastoral care and wellbeing policy and procedures.

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

A parent forum was offered in February K-6 to speak with the Principal, Assistant Principal and Religious Education Coordinator. A number of parents attended to discuss their vision for St Joseph's and for their own child's learning. All in attendance were very honest and provided open and constructive feedback. This information was collated, shared with the wider community, and referred to throughout the year. The data will be revisited next year and shared at a further parent forum in February 2020.

Parents receive emails letting them know if their child is receiving a weekly award. Regular Compass notifications are sent throughout the week keeping all parents and carers up to date and all emails and telephone calls are replied to in a responsible time frame.

Parents have sent emails stating their satisfaction and gratitude after we have hosted an event with children's participation. Parents and carers have the opportunity to visit our website and our facebook page for further connection with our school events.

All parents and carers receive fortnightly newsletters. Our newsletters provide information of upcoming events and also acknowledgement and recognition of past events, good news stories, awards and birthdays.

Term planners and a yearly calendar are available and updated on our Compass app provided to our families containing upcoming events and reminders and notifications are regularly shared through this app and emails.

Student satisfaction

Children were asked to comment on their satisfaction with St Joseph's. All children provided positive comments including:

"I love our play areas"

"I love building things using all natural materials in our playground"

"It's been great using the robotics more this year"

"I have learnt so much with my teacher and friends"

"St Joey's is a friendly school, I have met some nice new friends here"

"I have nearly got 200 gotchas, I want to make it to 350 so I can watch a movie with Mrs Reid and eat popcorn"

"I can't wait for our Canberra excursion"

Teacher satisfaction

I am very happy to be part of the staff at St Joseph's. The collaboration and support to implement and embed technology was particularly appreciated. The efforts to build school community spirit was lovely and a positive vibe definitely grew. The friendly staff camaraderie and willingness to assist and support each other is very important and also very evident. The focus on team building among staff was a positive step to continue to build relationships. Staff are very happy with a strong leadership team who are highly skilled, approachable and always willing and available to help.

In 2019 I was satisfied with the opportunities I was given to implement play based learning in kinder and supported by the executive who purchased items for kinder e.g. Tables and chairs.

The focus on being involved in community events including the bike ride and the Christmas carols at the lake and at school brought together staff, parents, students and parish.

Our school's strengths continue to be the feeling of welcome and community, the quality relationships nurtured between staff, students and parents. Our staff also show support for the school community by promoting and attending school and parish events throughout the 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	\$2359272
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$713247
Fees and Private Income ⁴	\$517088
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$97451
Total Income	\$3687058

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$77831
Salaries and Related Expenses ⁷	\$2587570
Non-Salary Expenses ⁸	\$930257
Total Expenditure	\$3595658

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