

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Joseph's Primary School

1 St Joseph's Drive, TAREE 2430

Principal: Mr Mark Mowbray

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



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## About this report

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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.

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## Message from key groups in our community

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### Principal's Message

Once again we reflect on what we have achieved together this year, taking the time to thank God for the many blessings he has bestowed upon us as a community.

This year we have been driven by our newly written Vision Statement, a 3 year Strategic Plan and our 2018 School Improvement Plan. This year our focus was on creating our staff as a Professional Learning Community, to really consider the catholic nature of our school and to continue work on re-creating our school as a 21st Century learning environment. This is alongside all the wonderful things that happen here at Joey's such as in sport and the performing arts.

Personal highlights include the Year 5 & 6 camp at the Great Aussie Bush Camp. I love sharing these experiences with students. I was also proud of our involvement in diocesan and community events where our students shine proudly. Another highlight of this year for me was getting to know more and more children and their families.

My thanks to our highly committed staff and to our P&F who deserve our special thanks for their support of the school throughout the year. Fr George and the parish have also been highly supportive of our school.

### Parent Body Message

It's been a fun and exciting year for our school community.

It began with the "Come in Colour" theme disco; in Term 1, where the students had fun dancing the evening away. Meanwhile parents were able to mingle over a cuppa in the Stephanie Alexander Kitchen Garden (SAKG) room.

Due to the popularity of pop corn in our school, the P&F donated another popcorn machine to the canteen, to replace the previous one.

Our P&F provided support in being part of the selection group for the smart looking, school logo back packs and library bags.

Term 3 we were back to the school hall for the "farmer theme" disco, everyone had a great time, and again parents were able to socialise in the SAKG room.

Meanwhile our main project of the year is P&F Adventureland, an outdoor adventure play area under the roof of the old infants play equipment. This is an exciting project that our P&F

is able to fund, utilising the monies that we raise and the levy that you pay as part of your school fees, thank you.

All of these wonderful community building events have been made possible by our P&F, a wonderful bunch who are hard working, dedicated, committed and passionate volunteers. In our meetings we've been hearing from our school executive, making decisions for our school and planning our next donation to our school.

I want to thank all those who've given up their time to supports our P&F at our meetings, school initiatives and our community building social events throughout the year. Your generosity and extraordinary work has contributed to the wonderful school we have.

This will be my last year on the committee as my children will all move to high school next year. It has been absolute pleasure to be part of an amazing team whose interests are for the benefit of the whole school community. We are so lucky to have a genuinely caring P&F that stick by our moto "Every Family Matters".

I look forward to seeing the P&F committee flourish in the year

### Student Body Message

St Joseph's has enjoyed another great year. There were a number of exciting events such as camps, excursions, Harmony Day, and Mission Week. As Captains we were proud to play a role in these events as well as representing our school in various diocesan and community events.

Our Student Representative Council met fortnightly for a meeting to discuss the needs of students in the school. We sourced this information from regular visits to classes to talk with fellow students and prioritise interests and concerns. Our meetings were informal but well structured and we met with our Pastoral Care Worker, Scotty to help us prepare and present our ideas to Mr Mowbray.

Our Student Committee members ran our weekly Assemblies that showcased terrific work done in classrooms and acknowledged individual student achievement. We really stressed our first school rule – strive to be the best I can be.

A large number of students had the opportunity to represent our school at Regional, Diocesan and State level in a large number of sporting opportunities.

At the end of the school year we celebrated a K-6 Presentation Day. Academic, Religious, Cultural and Sporting success were recognized and celebrated. This was a very special day!

The 'Early Bird' transition program for our new Kindergarten students was lots of fun and we worked hard on developing a partnership with our little friends in the 'Year Six/Kindergarten Buddy' program. We have had a wonderful year as Captains.

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## School Features

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### **History of the School**

Ninety-five years ago great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1926.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on 'open plan' teaching.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krumbach in 1989, students travelled to St Joseph's, Taree.

### **Drawing Area**

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook and Wingham. We also draw students from the Halliday's Point area, Nabitac and

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the school's current site. We honour our Josephite and parish history.

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## Student Profile

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### 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
148	184	52	332

\* 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 90.23%. 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
91.90	87.30	90.60	89.70	92.10	88.80	91.20

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	42
Number of full time teaching staff	17
Number of part time teaching staff	8
Number of non-teaching staff	17

### 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 opportunities are seen as an integral part of our Vision to be 'life-long learners' at St. Joseph's Primary School. In 2018 Staff attended Professional Development in the following courses... Initialit, Aboriginal Spirituality & Cultural Awareness, Best Start Implementation and Data Analysis,

Mandatory Child Protection Training, Stronger Smarter, Making Jesus Real.

Our on-going work as a Professional Learning Community continues to strengthen our collaborative approach to teaching and learning.

Through the COSI processes of our Diocese we are able to work with other schools from across the diocese to improve programming and compliance in this area. These are very positive learning experiences.

The Exectutive Team worked with Nadene Kennedy are Regional Executive Meetings in relation to planning Professional Learning for staff and linking it to the SIP. Professional Planning and Development see each teacher set personal goals and each Stage set goals to improve themselves personally and to ensure the work of the team meets set targets of improvement for both teachers and learners.

Staff members are encouraged to share insights gained at staff meetings and encouraged to continually reflect on their classroom practice and pedagogical beliefs and understandings.

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## Catholic Identity and Mission

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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)

### **Catholic Imagination and Spirituality**

2019 has been a wonderful year in Religious Education. We have celebrated school Masses, liturgies, class liturgies, and class celebrations together to mark special occasions and significant dates. Some of these were St Joseph's Day, Easter, Mother's Day, Catholic Schools Week, Mary MacKillop's Feast Day, Father's Day, Grandparent's Day and the End of Year Mass. We loved sharing these with Fr George and Fr James and parishioners.

Whilst the Catholic identity of St Joseph's Primary underpins its reason for being, we acknowledge the traditional owners of the land, the Biripi people and accept the responsibility of its stewardship.

St Joseph's School Taree has a specific recognisable, Catholic identity that reflects the life, work and teachings of Jesus Christ and the evangelising mission of the Catholic Church.

### **Family, Parish and Diocesan evangelising and catechesis**

St Joseph's is a vital part of the Parish of Taree. In 2019 we continued to work with Fr George & Fr James to strengthen our school and parish relationship. Ms Brotherton and Ms Cosway were both wonderful in her role of REC and provided a clear example of evangelisation.

Children participated in numerous liturgical celebrations throughout the year. Each teacher took responsibility to prepare the children and the sacred space inside the Sister Ellen Shanahan School Hall, with such care and love. These liturgies continued to teach the children about the sacredness of the Catholic Religion and the magnificence of our faith.

Children lined up to begin and complete the Catholic Sacramental Program, This is a special and faith-filled journey that our students are supported and nurtured by the staff.

A highlight this year was the Our Lady of the Rosary Debutante Ball which was coordinated through the combined efforts of Ms Brotherton and Ms Cosway and a number of parents and members of the Parish as well as Fr George and Fr James.

### **Christian Discipleship**

MJR - Making Jesus Real is a philosophy that has become embedded into the life of all those in our School Community. This philosophy teaches children about how the spirit of Jesus lives within each other and how it is shown by the kindness and tolerance we show one another. Staff continued to lead the way in the Diocese with her youtube videos with Kevin. The students of St Joseph's and students from many other schools around Australia are now viewing these lessons and learning how they can Make Jesus Real in their day to day lives.

The School staff ensure they are grounded in their own faith formation by sharing prayers and fellowship opportunities at Thursday Breakfasts.

Each class has it's own sacred space and prayer is an important part of each day. Every class has a special prayer bag that went home each week.

Leadership takes time at each Friday morning's assembly to share "The Good News" with the staff and teachers.

### **Religious Education and Curriculum**

St Joseph's Primary School uses the mandatory Diocesan K-12 Religion Syllabus for the Classroom Teaching of Religion. The four major strands, Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality, are treated sequentially throughout the year. In 2018 teachers continued to work through the superb new units created by a diocesan writing team in conjunction with the CSO. The Year 6 students participated in the Sydney Arch-Diocesan Religious Literacy Test.

There is a separate budget provision for up-dating resources and for providing staff professional development, both in the teaching of religion and for personal faith development. The focus this year was on updating religious icons in the classrooms and around the school and increasing the knowledge of the Catholic faith.

This year our students and teachers have all worked very hard to improve academic performance across all the major Key Learning Areas.

### **Initiatives Promoting Respect and Responsibility**

As part of our Catholic identity, the community of St Joseph's aspires to live the Gospel values of love, compassion, forgiveness, justice, respect and courage. Our respect for the traditional owners of the land, on which the school is built, the Biripi People, is acknowledged at each school ceremony with an acknowledgement to Country in language.

Examples of our commitment to social justice throughout 2018, included raising money for Project Compassion (Caritas), Catholic Missions, SIMS Cambodia and St Vincent de Paul. We also compiled many Christmas hampers that were distributed locally by St Vincent de Paul.

We have raised close to \$15 000 throughout the year for these organisations as well as our Local Farming Community suffering through the drought.

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## Curriculum, Learning and Teaching

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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

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## 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
<b>Year 3</b>	<b>Grammar and Punctuation</b>	57%	57%	17%	11%
	<b>Reading</b>	65%	53%	19%	11%
	<b>Writing</b>	40%	51%	7%	6%
	<b>Spelling</b>	50%	48%	10%	13%
	<b>Numeracy</b>	50%	40%	14%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Grammar and Punctuation</b>	24%	34%	22%	17%
	<b>Reading</b>	25%	37%	15%	12%
	<b>Writing</b>	8%	17%	29%	19%
	<b>Spelling</b>	35%	34%	24%	14%
	<b>Numeracy</b>	23%	29%	17%	14%

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## Pastoral Care and Student Wellbeing

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### 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](http://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

### Student Welfare Policy

The excellent standard of Pastoral Care provided at St Joseph's was one of a number of school characteristics to be highlighted in the last School Review. The School Mission Statement contains numerous references to this aspect of culture at St Joseph's; "provide a safe place in which children are free to learn.....", "create a caring community", "help the children to be aware of and respond to the needs of others" These quotations can be seen as indicators of the importance placed on the issue of Student Welfare at St Joseph's.

The school's Pastoral Care policy provides guidance and structure for staff members and parents/carers in regard to this aspect of school life. Discussion regarding student welfare issues are common within staff communication.

The Learning Support Team also forms an important support in this area. Our policy is available on our website.

### Discipline Policy

The staff at St Joseph's Primary School, Taree is committed to providing a safe, caring and nurturing learning and play environment which promotes the development of independence, resilience, tolerance, self-control, effective social skills, wise decision-making, and concern and respect for self and others. By teaching and living the Gospel values of Jesus, staff members are ongoing in their commitment, continually striving to equip students with skills that will enable them to contribute capably, confidently and positively to the wider community. With the cooperation and assistance of parents and carers, we are preparing our students to be active & contributing citizens of the future.

We endeavour to ensure our student Behaviour Management Policy and associated procedures serve the best interests of all our students. All staff will exercise professional judgement to ensure that the individual circumstances of students and the situation are taken into account. This Policy will be reviewed in 2019. The Policy is available on the school website.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

#### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St Joseph's Primary School Anti-Bullying Policy is reviewed regularly and is available on the school website.

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#### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school

organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools

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## School Improvement

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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

#### **School Improvement Plan**

In 2019 we continued our strong focus on developing our school as a Professional Learning Community. Our continuing strategic priority for 2019 and beyond is around 21st Century Learning Design and the creation and utilisation of flexible learning environments.

Continuing the implementation, monitoring and refinement of teaching and learning programs continues to be a focus within COSI.

Improving academic performance in Literacy & Numeracy particularly is a core goal within whole staff and PLT meetings. We strive to have each child realise their academic potential.

Effective teaching, learning and assessment is critical to our school improvement. We also acknowledge our participation in the Best Start Assessment and the use of both the Literacy & Numeracy Learning Continuum to guide teaching and learning for each grade across the school.

A continued focus on the collection, analysis and monitoring of data by teachers and leaders also remains a core component of teachers' work.

## Priority Key Improvements for Next Year

In 2019 the whole school had a focus on numeracy and the development of skills in the area of recall and use of number facts. This will continue in 2020 with a review and update of a whole school agreed numeracy block. Professional Learning will be undertaken for staff to ensure that they are improving pedagogy in the KLA Mathematics.

In 2019, K - 2 teachers began using the Learning Progressions and Plan 2. This will continue during 2020 with all staff undertaking Professional Learning in the use of Learning Progressions. Teachers will use the Progressions to plan, monitor and assess students.

There will be a continued focus on differentiation for all students in Mathematics to enable teachers to target areas of need for students and to improve the educational outcomes for all students.

Teachers will continue to analyse data gained from various assessments and use this to inform their teaching.

In 2020 a major focus for the school will be student behaviour and wellbeing. The wellbeing of our students and staff is a priority of the school and we aim to enhance our current practices in this area.

During 2019 the use of Check Ins, Feel Brave and other resources were trialed to provide some data around student wellbeing in the school. These will continue in 2019 with a continued focus on the wellbeing of all students and the work done with these resources will continue to be built upon.

The school will be undertaking Professional Learning in Trauma Based Behaviour and Behaviour Management with Judy Mullen. This will then lead to the review of the schools Behaviour Management policy and the Wellbeing Policy. The school will also incorporate the philosophy of Making Jesus Real and Stronger Smarter and restorative practices into these policies.

Continuing from the development of outdoor learning spaces the school will continue to develop their use of Play Based Theory Learning for K - 2. The outdoor learning spaces will be utilised during the day to implement sessions based around play based learning.

This pedagogical approach will aim to increase the language and social skills of our infants students which is expected to also have an impact on behaviour and the improvement of learning outcomes for students.

The school will undertake Professional Learning with Kim Moroney and Alison Cosway to provide teachers with the pedagogical research in this approach. Teachers will also observe the practise in action in classroom and work towards implementing this in their classrooms at a developmentally and academically appropriate level.

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## Community Satisfaction

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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

St Joseph's experiences many successes and enjoys a strong reputation for excellence in education and developing the whole child. Parents are regularly encouraged and welcomed to provide feedback, ideas, opinions and suggestions on any aspect of their child's learning. Opportunities are present through Parents and Friends meetings; parent education forums and workshops; Newsletters; formal and informal conversations; social media and email. Through continuous and open methods of communication, the parents have verbalised a high level of satisfaction with the innovations introduced and current practices at St Joseph's Primary School. In 2018 our school survey all staff and parents. Once again the sense of community satisfaction was prominent. positive

A highlight of 2019 was the community support for all events being held at the school. Many people - both staff and parents - commented that the number of people who turned up to the Father's Day breakfast, Grandparents Day, Book Week, the end of year mass and, especially, the Colour Run was the most anyone can remember.

### Student satisfaction

Student enrolments at St Joseph's remain strong and have grown to an average of 40 students each year. The Principal visits classrooms daily and meets regularly with Year 6 as a whole, Year 5 as a whole and also with the Student Representative Council. All evidence certainly suggests high levels of satisfaction across the student population. Attending the excursions with Year 6 to Canberra and Year 5 to the Bush Camp allowed the Principal to interact in a special way with senior students. The experience certainly reinforced a high level of satisfaction at our school.

### Teacher satisfaction

A culture of staff ownership for school culture and sustainable strategic priorities is adopted within our school. The Principal speaks to the staff as a whole each Monday and encourages open communication across the Team. The Leadership Team meet weekly, the teachers

meet as a whole fortnightly and in PLTs the alternate week. The AP meets with the Learning Support Team & the Student Support Team while the Principal meets with the Aboriginal Support Team. Communication and a Team approach within our school suggest strong staff satisfaction.

The survey of all staff reinforced what we experience daily; a great team with a wonderful commitment to this school and community and to Catholic Education in general.

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## Financial Statement

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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:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3483804
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1019427
Fees and Private Income <sup>4</sup>	\$663838
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$161120
<b>Total Income</b>	<b>\$5328189</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$3717
Salaries and Related Expenses <sup>7</sup>	\$3935971
Non-Salary Expenses <sup>8</sup>	\$1144346
<b>Total Expenditure</b>	<b>\$5084034</b>

### 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