

2016 Annual School Report to the Community

St Josephs Primary School Portland

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Principal Mrs Sue Kearns



Principal's Message

St Joseph's Catholic Primary School is the only small Catholic Primary School at the eastern end of the Bathurst Diocese. The staff of St Joseph's is committed to providing a rich Catholic Curriculum with authentic experiences that engage and challenge the learner. The Religious Education Program actively seeks to strengthen the faith of the school community and connects Gospel, life and faith. The school ethos is built around high expectations and a commitment to excellence. In 2016 the Religious Education Curriculum and the Australian Curriculum were fully implemented at St Joseph's through the Catholic Education Office and New South Wales BOSTES Syllabuses for English, Mathematics, Science and Technology, History and Geography. The existing Creative Arts and Personal Development, Health and Physical Education continued in each classroom. The curriculum was characterised by support of parents as first educators and a promotion of lifelong learning. In 2016 the PLC focus was again Writing with student movement in groups being data-driven and based on a Writing task rubric. The Christ-Centred Learning model was introduced and the area of Insight and Meaning was explored.

Parish Priest's Message

Parents, School and Parish

When your child goes to a Catholic school you are enrolling in a Catholic community that is bigger than the school. St Joseph's Catholic school is part of the Portland Catholic Parish.

By accepting your child's enrolment in St Joseph's School the Portland Parish community is committing itself to the formation of your family in the faith. We invite you and your family to participate in the life of St Vincent's Parish so that your family becomes part of the worshipping community.

The priest of your parish is closely connected with your school and the children are involved in the life of the parish. Your school will keep you informed of parish activities to which you can contribute or that support you as first educators of your children in faith.

Parent Formation

Your child's Religious Education program offers ways to develop the partnership of home, parish and school, which is the ideal for your child's religious growth. With Parish, School and Parents working together we can grow as the community of Jesus' disciples and be an effective leaven for good in our local community.

Further information at www.bathurst.catholic.org.au

Fr Mark McGuigan.

Parish Priest.

Parent Body Message

In 2016, St Joseph's Parents and Friends Association, due to availability of parents, changed its meeting day to the first Monday of the month. The Annual General Meeting was held in February, and a new Executive was elected. New members are encouraged to join at any time.

Fundraising is the Parents and Friends Association's major role - this helps to buy additional products and services that benefit the children of the school, e.g. financing transport for school excursions, playground resources and equipment. In 2016, bus travel for the whole school excursion to Taronga Zoo as well as contributions towards parental costs, have lightened the financial load for both school and home.

St Joseph's P and F Association also contributed to the well-being of the school by playing a supportive role. Assistance with the coordination and organisation of many social events i.e. morning teas, dinners and other special events held by the school are catered for .

Kerena Lampton

President

St Joseph's Parents and Friends Association 2016

Student Body Message

The Year Six leaders supported St Joseph's School in 2016 by organising assemblies, liturgies and important events which contributed to the life of the school. Partnering new Kindergarten students was a very important part of the role as well. Opportunities were given to develop self-esteem, leadership qualities, and a sense of social and environmental responsibility. Once again, the 'Grip Leadership Conference' held in Bathurst was attended by all Year Six students meeting leaders from other schools in the district. For the first time leadership events with St Patrick's School took place with the inaugural combined retreat to Mary MacKillop Place and three day excursion to Canberra. In 2016 a review of the House Captain names introduced three new divisions within the school - Grannall, named after Father John Grannall, our last resident Parish priest, Aidan, after Sister Aidan, who assisted student learning for many years and MacKillop, after Mary MacKillop, founder of our school. The student leadership positions at St Joseph's School in 2016 consisted of:

- Girl School Captain
- Boy School Captain
- House Captains - MacKillop, Grannall, Aidan.

SECTION TWO: SCHOOL FEATURES

St Josephs Primary School is a Catholic systemic Co-Educational School located in Portland.

The most important feature of St Joseph's Catholic Primary School is that it is the face of the Catholic Church in the township of Portland. Again in 2016, weekly school Masses were a very important part of the school routine and special liturgies throughout the year always included our school and parish families. Some other unique features of the school are the size, the positive attitude of all towards learning and the development of faith, resilience, responsibility, tolerance and self-confidence. Set on Convent Hill, St Joseph's has a generous-sized playground and playing field overlooking historic views of the town and surrounding landscape. The interaction of the children is of utmost importance to the staff who engage in effective strategies to develop mutual respect and a sense of fair play. In 2016, St Joseph's School was structured in the following way:

- Kindergarten / Year One / Year Two
- Year Three / Year Four
- Year Five / Year Six

Education at St Joseph's School is aimed at the optimum development of each child. This aim is recognised and individual needs are catered for through differentiation in teacher planning and programming. Teachers plan and use a variety of assessment strategies which provide data on, of, and for assessment for student learning.

Programs available in 2016 were:

- Sacramental Programs - RE
- MultiLit Literacy Intervention Program
- PreLit and MiniLit
- ICT Resources in teaching - Mathletics and Spellodrome, Studyladder, IdealResources
- Jolly Phonics, Jolly Grammar and Spelling Mastery
- Speech and Language Programs
- Introduction of Robotics in 5/6 - STEM Initiative
- CWA International Day
- Intensive Water Safety Program
- Rugby League, Netball and Cricket Gala Days
- Russell Richardson Rugby League
- Olympic Games
- Anti-Bullying Day
- School Counsellor Resilience Groups
- Life Education Van
- Walk Safely To School
- Clean Up Australia
- NAIDOC Week
- Responsible Pet Education
- School Excursions - Taronga Zoo, BMEC - Carnival of the Animals
- Book Week activities

Programs and initiatives were also available to cater for special needs and pastoral care within the school:

- Behaviour System - Points and Dots - whole school. This is linked to the fortnightly assembly.
- Term Awards System - Merit / Principal Merit / Bronze / Silver / Gold - aim - to receive all by the end of each term.
- Kindergarten Buddy System - Years 5/6 - Kindergarten partners
- Individual Education Plans set up for learning and behaviour within the classroom setting.

Catholic Education Office personnel located in Bathurst and Dubbo were able to assist school staff with specialised programs and our Parish priests from Lithgow in 2016 were also a key feature of the school, providing assistance with Religious Education, wellbeing and student formation.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
28	13	0	41

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2016 was 91.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.50%
Year 1	90.10%
Year 2	89.57%
Year 3	92.87%
Year 4	90.77%
Year 5	92.04%
Year 6	94.15%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	5	10

* This number includes 3 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Education Office Sydney. 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.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Day One - Organisational and Planning Curriculum Focus.
Term 2	Model of Christ-Centred Learning - Insight and Meaning.
Term 3	No Staff Development Day was undertaken during this term.
Term 4	Professional Learning Communities Network - Lithgow Area. / Staff Retreat - Fr Richard Leonard - Lithgow area

Other professional learning opportunities to complement the above Staff Development Days were completed in the following areas:

Term One:

- Working Scientifically and Technologically
- Model of Christ-Centred Learning
- Professional Learning Communities - in house support
- Leadership Coaching

Term Two

- MacqLit Training
- Challenging Behaviours
- STEM - Robotics
- Sentence Structure - Writing - PLC

Term Three

- PLC Leadership Academy
- VC Training
- Science and Technology - Stage 3
- Creative Minds
- ICT Strategic Planning
- English Curriculum

Term Four

- PLC Leadership Academy

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

The Catholic faith is authentically at the heart of the St Joseph's school community. Both learning and pastoral care are integral to our school's culture and lived each day in 'Faith and Truth'. We believe that a faith-filled, caring environment where each child is encouraged to develop with success, to strive for excellence, to grow in relationship with Jesus and to have respect for self and others, is our vision. As Catholic educators, we work in partnership with parents and St Vincent's Parish. All children are valued, active members of this spirit-filled community, which encompasses the Sacraments, Liturgical experiences and prayer.

At St Joseph's we nurture the well-being of all: students, staff and families. Students are encouraged to realise their full potential and the need to grow as valued members of our school and the wider world. Fostering self-esteem is essential in our small school situation where individual growth occurs in an environment which encourages self-direction. Opportunities arise from pastoral care and social justice activities for the development of feelings, goals and ideas in a spirit of cooperation with peers.

The staff of St Joseph's has aimed to help students develop:

- a growth of knowledge and a love of Jesus Christ.
- use of their talents.
- values of tolerance, respect and honesty.
- interactions with other children displaying mutual respect and care.
- respect for the rights and property of others.
- positive attitudes towards learning.
- good manners and consideration for others.
- an attitude towards competition that applauds the honest efforts of others.

In 2016, families were welcomed and involved in school Liturgies, the Sacraments, and special feast day celebrations. During Catholic Schools Week the school celebrated St Joseph's Day as well as Grandparents Day where we successfully reached out to family and friends. A very reflective and meaningful Staff Retreat was held at La Salle Academy in Term Four where the three local Catholic schools shared the day with Richard Leonard as facilitator. Mary MacKillop Place was chosen for the combined St Patrick's/St Joseph's Year Six Retreat in 2016. Transition to La Salle Academy Lithgow, was planned during Term Three for Year Six. Students again attended with St Patrick's School to foster future relationships. The Catholic Education Office at Bathurst also provided extra curriculum support in ICT to complement the existing RE Units. *Understanding Faith* was successfully used.

In 2016, Father Mark McGuigan remained Parish priest until October when he retired to Bathurst. Father Greg Bellamy then filled this role continuing to support the school spiritually in providing the weekly school Mass. The contact number for the priest at the Lithgow Presbytery, Lett Street, is (02)63513092.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	35.00

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES 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. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2016 the class groupings were arranged in the Curriculum stages as outlined:

- Kindergarten, Year One and Year Two - Early Stage One / Stage One
- Year Three / Year Four - Stage Two
- Year Five / Year Six - Stage Three

The following initiatives continued with more follow up necessary:

- Planning and consolidation of the requirements of the new syllabuses and trialling of CEO Units.
- A shared school vision for teaching and learning in all Key Learning Areas.
- Analysis and discussion of data, specifically NAPLAN and DIBELS data.
- Assessment of student learning and collaboration by staff to determine teaching and student learning goals - PLC.
- Different needs of students were addressed with parent feedback becoming more valued.
- Identification of specific student learning needs, including systematic testing to establish learning gaps and special needs, and programs to meet these needs were again put in place.
- Engagement in conversations regarding the use of technology in the classroom became more prevalent and engagement of students in this area increased.
- Through NAPLAN data the priority area for PLC focus was deemed the same as 2015 - Writing.
- Groupings for Writing intervention and teachers were organised to start this focus again at the beginning of 2017.
- Introduction of a specific Comprehension Program to ensure success for all students at their own level and further, to promote reading success.

Core Subjects

The following core subjects were taught in 2016:

- Religious Education
- English
- Mathematics
- Geography
- History - Familiarisation of new Syllabus through CEO Units
- Science and Technology
- Creative Arts
- Personal Development, Health and Physical Education

In 2017, Geography K-10 Syllabus and History K-10 Syllabus will be implemented in all stages.

Learning support programs included:

- MULTILIT Reading Program
- MINILIT and PRELIT
- MACQLIT
- STARS Comprehension Support Program
- Integration Programs - CEO Special Education Support Team
- Behaviour Management - CEO Behaviour Team
- Wellbeing of students - offered by the Catholic Education Office and Centacare through School Counsellor
- Keeping Safe in the Game - Cybersafety
- Diocesan Spelling Bee

Special programs used at St Joseph's in 2016 also included:

- Spelling Mastery, Jolly Phonics, Jolly Grammar
- Perceptual Motor Program, Water Safety Program and Life Education Van.
- Waste Education

- Pet Workshop

Community Service activities involved Parish / School events such as:

- Morning Tea for the elderly
- NAIDOC and Harmony Day
- St Vincent de Paul and Social Justice Project initiated by the parish Social Justice Committee .
- participation in ANZAC Day March
- CWA International Day,
- Walk Safely to School Day,
- Clean Up Australia Day,
- the inaugural St Patrick's and St Joseph's School combined excursion to Canberra
- Launch of Mission Month at La Salle Academy

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	33.00%	53.00%	0.00%	10.00%
	Reading	33.00%	48.00%	33.00%	11.00%
	Writing	33.00%	49.00%	17.00%	6.00%
	Spelling	33.00%	46.00%	50.00%	12.00%
	Numeracy	17.00%	36.00%	33.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	29.00%	36.00%	14.00%	15.00%
	Reading	0.00%	35.00%	29.00%	16.00%
	Writing	0.00%	17.00%	0.00%	18.00%
	Spelling	14.00%	30.00%	0.00%	17.00%
	Numeracy	29.00%	28.00%	29.00%	17.00%

Student Welfare Policy

St Joseph's School Portland is committed to providing a safe and caring environment that fosters respect for others. The Student Welfare Policy deals with classroom and playground behaviours, bullying, the points system, awards and overall attitude and conduct. The Points System is specifically designed for teachers as a means of consistently managing behaviours to:

- help students realise how cooperation affects the tasks which need to be done and to help them appreciate the value of rules.
- help students to become aware that they are responsible for their own behaviour.
- help students become aware of logical consequences of their actions.
- change behaviours and create a better learning environment for all.

At the fortnightly whole school assembly the students are rewarded for their efforts in the form of awards. The welfare of the children is paramount and the staff is always available to assist parents. The staff continually monitor the policy throughout the year in Staff Meetings. The application of this policy may be readily discussed with all who are affected by it.

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

Discipline Policy

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.

Discipline Policy

St Joseph's School believes in a positive approach to discipline by ensuring that:

- rules and expectations are clear
- staff are positive, yet firm and consistent
- children achieve success in an environment that encourages learning for all
- all children are engaged and behaviour problems are kept to a minimum

Our aim is for the students to develop self-discipline so that they will be able to take the initiative in developing a sense of responsibility for their own actions and an appreciation that good example is a strong force in influencing others. It is hoped through such discipline, the children will learn to distinguish between acceptable and non-acceptable behaviours in various situations and accept the consequences of their actions. A Behaviour System is set up within the school. This behaviour system aims at developing every student's self-confidence, self-reflection and respect for themselves and others. A consistent, transparent approach by all staff and families is essential in establishing trust and worthwhile communication between school and home.

The St Joseph's School Discipline Policy is discussed and distributed to parents and caregivers at enrolment.

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

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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 Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

St Joseph's School is an integral part of St Vincent's Parish and contributes to the Portland community as a whole. The school's effective communication structures clearly serve the needs of both. In 2016 the following events were initiatives promoting respect and responsibility for students at St Joseph's School.

- Catholic Schools Week
- Grandparent's Mass

- Grandparent's morning tea
- Open School
- St Joseph's Walkathon and Father Grannall memorial sports
- ANZAC Day
- Laying of memorial crosses at the cenotaph in Portland
- Easter Liturgy
- Easter Festival - St Joseph's presentation
- Way of the Cross
- Morning Tea for the Elderly
- Altar Servers for Parish Masses
- Formal School Assemblies
- Peer Partnering of Senior Students with Kindergarten Students
- Grip Leadership Conference
- School Liturgies and Sacraments
- Confirmation Supper
- Parish / School Interaction
- Mathew Sharp Memorial Scholarship
- Maureen Newell Music Scholarship
- Clean Up Australia Day
- Captains' speeches
- Local show displays
- Secondary school Work Experience placements
- Netwaste School Litter Education Program
- Launch of Mission Month at La Salle Academy
- Portland Art Show

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2016

St Joseph's Catholic Primary School:

- Continued to build closer links with the Parish through a more regular participation in the life of the church at parish level. e.g. Altar Servers.
- Investigated and trialled strategies to promote school enrolment growth in Kindergarten.
- Encouraged the community to access the school environment.
- Set up and implemented Professional Learning Teams and intervention class groupings to work towards improved student learning.
- Deepened the shared understanding of Curriculum delivery.
- Maximised student learning and well-being through continuing to 'unpack' the Curriculum.
- Developed the whole school ability to use data to identify gaps in student learning.
- Monitored improvement over time.
- Monitored growth across years at school to inform teaching practice.
- Gave priority to professional development aimed at building teachers' data skills.
- Engaged in deeper conversations around the use of technology.
- Initiated STEM education with the introduction of Robotics.

Priority Key Improvements for 2017

- Encourage families to participate more fully in Sunday worship by organising School Masses on a Sunday on a regular basis.
- Deepen the shared understanding of curriculum delivery through the Model of Christ-Centred Learning and the use of feedback.
- Provide clarity around the progression of learning from year to year with a focus on programming and Scope and Sequences that clearly identifies continuity of learning.
- Review the cycle of assessment and reporting of RE across stages to ensure that there is evidence of assessment *for, of* and *as* learning.
- Expand collaboration among staff to develop ownership of student learning and thus ensure success for all.
- Further develop use of CEO websites provided for Religious Education.
- Expand ICT and Contemporary Learning knowledge to enable a scaffolding to be developed by teachers in STEM.
- Ensure that our PLC initiative is fully driven by Christ-Centred Learning pedagogy.
- Provide learning that is purposeful, relevant and research based.
- Make student learning a focus for the whole school community.
- Create learning environments that are stimulating and appropriately resourced, hence making the learning space connected to the world beyond the classroom.

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.

Parent Satisfaction

Recognising that parents are the first educators of their children the school encourages parents to be involved in and supportive of the school's endeavours. This involvement and support is evidenced in such things as:

- supervision assistance of students e.g. excursions or sporting events
- transport of students
- active involvement in the Parents and Friends Association
- Tuckshop
- Parent Information sessions

Parents and families are valued as partners in student learning and the Principal, teachers and parents work together in mutually supportive ways.

Parent satisfaction at St Joseph's was successfully provided as part of regular and adequate communication within the school through :

- monthly Parents and Friends Association meetings
- formal Parent / Teacher interviews
- student Half Yearly and Yearly Reports
- needs-based parent / teacher meetings
- Principal / parent / teacher interviews to discuss student progress

During 2016 noted features of the school included the positive atmosphere, the quality learning environment and the inclusive school culture. New features of St Joseph's School in 2016, provided by our P and F and CEO jointly, were the new digital sign and school alert system.

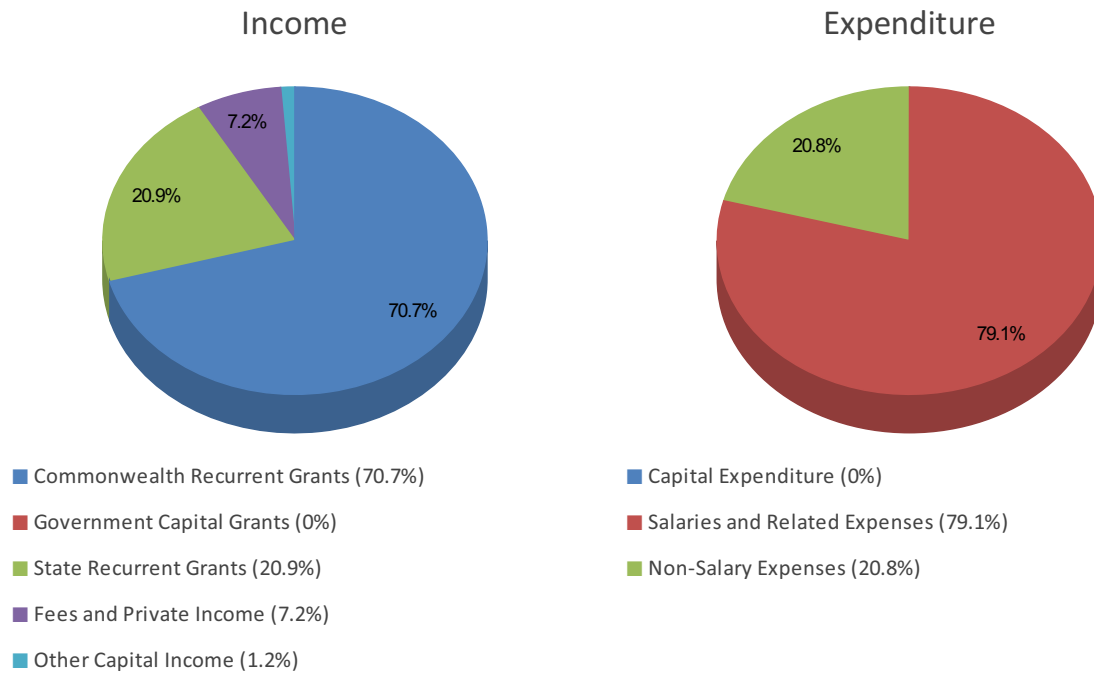
Student Satisfaction

- St Joseph's is an environment high in quality learning where the students look forward to working together and sharing time on the playground. Specific play areas meet the needs of all students with class groupings mostly determining where each child is located. Games of cricket, handball and soccer are played.
- There is an expectation that every student will learn and this is reflected in the calm but busy classrooms where interruptions to learning time are kept to a minimum. High levels of trust are apparent and there is a strong sense of belonging and pride in the school. Interactions are focused on the learning and the wellbeing of students and on continually improving.
- Highly effective communication structures within the school clearly serve the needs of the students who are confident in their interactions with each other, staff and adults. The 'St Joseph's School's Got Talent', held in Term Three, 2016, clearly showed that the students were polished, confident and professional in their delivery and thoroughly enjoyed this area of study. Efforts in sporting challenges also gave positive feedback from the children, always in an atmosphere of encouragement and fair play.

Teacher Satisfaction

- All teachers at St Joseph's are focused on providing successful learning experiences and outcomes for the students in their care. Professional Learning Communities work during 2016 continued to provide the staff with a specific model to follow to work towards school improvement in an area of need. This was successful in encouraging professional dialogue and staff, after analysing NAPLAN data, made the decision to work on this once again in 2017.
- A very detailed Weekly Plan put in place has effectively given all staff members access to all events on the calendar to enable clear and specific structures to be place for the smooth running of the school.
- Respectful, caring relationships are reflected in the way staff, students and parents interact and parents and families are always encouraged to take a genuine interest in the work of the school. A procedure for parent / teacher contact enables all communications to be organised and dealt with in a professional manner.

Highly effective communication structures within the school clearly serve the needs of the staff and all parents and visitors are made feel welcome as they enter the front door.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.