

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's Primary School

53 Denison Street, GLOUCESTER 2422

Principal: Bronwyn Underwood

Web: <http://www.gloucester.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

Throughout 2019, St Joseph's Primary School Gloucester continued to excel in all areas – academic, sporting and cultural, despite the drought significantly and in many respects, irreversibly impacting our community. A number of families relocated to larger regional centres, as employment opportunities and the water started to dry up. Many families experienced financial and emotional hardship and the school played a major part in the network of support available to assist wherever possible. Despite the hurdles in place for many, parents/carers and staff continued to work in collaboration to ensure the best educational outcomes for all students. We are very proud of our many achievements at St Joseph's Gloucester and I take this opportunity to thank staff, students and parents/carers for their combined efforts, as a collaborative approach to education certainly benefits the young people in our care. We continue to be the best little school in town.

Parent Body Message

We have a committed group of parents who continued with another year of successful fund and friend raising events and initiatives. We achieved our previous goal of purchasing an Interactive SMART TV for the K/1 classroom and set our sights on raising money for the purchase of much needed new fans for the School Hall which is close to completion. Our long- term goal includes new storage and new playground equipment.

Our first Colour Run was a great success, one that everyone was more than happy to head home soaking wet and colourfully messy. Being able to pick their own prizes based on the amount of money they raised was a great incentive for the students to go above and beyond for the school.

The recently added Markets to our yearly calendar continue to be a main financial contributor and have the potential to grow into popular and profitable on-site seasonal events in the town.

This year we took on the coordination of the local "Handmade In The Country Fair" held offsite at the Gloucester Soldiers' Club. This was only the second year this event has been run in town and it was well attended with a great amount of interest generated which will encourage us to continue and grow. We also attended two local Farmers' Markets with a pop-up face painting stand.

Regular annual projects continued including the popular Pie Drive, Wood Raffle and hosting the Rotary Dinner which continues to strengthen our community relationship with the local

Rotary Club. The P&F continued with the weekly Shared Table initiative as well as the coordination of the uniform shop, delivering a weekly time to be available to parents.

Student Body Message

2019 was another great year at St Joseph's. We took part in a lot of different activities both inside and outside the classroom. We had lots of sporting activities and our school represented our region and diocese in both Polding Swimming and Athletics in the small school section. Our whole school choir sang at the Taree Eisteddfod and we all had a part in the bi-annual Musical 'Alice in Wonderland'. Years 5 and 6 went to great Aussie Bush Camp with their friends from Bulahdelah. We continued learning in Spelling groups and had peer support activities run by the school leaders focusing on Making Jesus Real (MJR). Our weekly sport included Swimming, AFL and Tennis. We entered Artworks in the Gloucester Show, took part in the ANZAC Day and Remembrance Day ceremonies and attended many days with our friends from the other Manning Catholic Primary Schools. We all attended the Centenary Celebrations at school during Catholic Schools' Week and had heaps of fun looking at all the 'olden day' things on display. Sadly we lost some of our friends as some families had to move because of the drought. We got a brand new toilet block and we are looking forward to our playground being levelled to make playtime more fun. Every classroom got a brand new Interactive SMART TV because our smartboards were old and worn out. We had heaps of fun with STEM activities especially coding with the Beebots.

School Features

History of the School

St Joseph's Primary School Gloucester is a Parish school and has a proud history built on the tradition of the school's founders, the Sisters of St Joseph. The school was first opened in 1919 and classes were held in the Church building. The present building housing the classrooms was opened in 1969. In 1994 the Administration block was constructed, the covered outdoor learning area was added in 2000 and the BER in 2010-2011 saw the construction of a new library, hall and canteen facilities. In 2018, the school was approved for the construction of a new student toilet block and levelling of the school playground. The toilet block was built in 2019, but the playground works were put on hold due to the impact of the drought. In 2019, St Joseph's Primary School Gloucester celebrated its Centenary to mark 100 years since the arrival of the Sisters of St Joseph in the town. A wonderful day of celebrations was held on March 9, commencing with a Mass followed by a luncheon in the school hall. Many Parishioners, students and staff both past and present, as well as many of the Sisters of St Joseph's attended the day and delighted in looking at the memorabilia on display in the hall and recalling their time at the school. The Convent, which has since become a Parish rental property, was open for visitors to take a trip down memory lane.

Location/Drawing Area

St Joseph's Primary School Gloucester is one of 44 Catholic Primary Schools within the Diocese of Maitland- Newcastle and is built on the land of the Biripi people. Gloucester is a rural community located in a fertile valley bordered by the Bucketts and Mograni Ranges. Gloucester township is surrounded by farmland, hills, forests, rivers and streams. Gloucester Shire is located in the north-eastern sector of the Hunter Region of New South Wales. Students graduate from St Joseph's Primary School Gloucester and transition to St Clare's High School in Taree or Gloucester High School.

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
21	12	1	33

* 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 91.26%. 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
89.10	91.80	92.80	93.10	88.20	93.20	90.60

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	11
Number of full time teaching staff	4
Number of part time teaching staff	2
Number of non-teaching staff	5

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

During 2019, staff participated in a variety of Professional Learning Activities that were reflective of our School Improvement Plan and to also support individual teacher's Professional Practice and Development Goals.

Professional Learning included:

- The Four C's of Differentiation – compacting, complexity, critical thinking and creativity;
- Improving Writing K-6 by developing an effective writing program K-6 – (Effective Writing Course)
- Rewrite K-6 Writing Scope and Sequence informed by the principles of VCOP and Big Write, informed by the K-6 English Syllabus and NAPLAN Writing Data Analysis
- Create school-based writing benchmarks reflective of NAPLAN Writing Criteria and the Reportable Aspect of Creating Texts (sub elements crafting ideas, text forms and features and vocabulary) listed in the Plan 2 Literacy Progressions (ACARA).
- Staff Spirituality and Faith Formation to incorporate the Principles of Laudato Si' into our daily practice – an encyclical letter on Ecology and Climate. (Pope Francis)
- Analysis of trend data from Religious Literacy Tests – focus on areas of weakness.
- Making Jesus Real – analysis of resources and liaise with other Manning Schools
- Mathematics Scope and Sequence – connecting syllabus sub strands to the big ideas in mathematics using the work of Katherine Cartwright
- Number Talks – creating an environment for all students to express their mathematical ideas clearly
- Develop Individual Learner Profiles incorporating data analysis and triangulation for all students regardless of ability.
- English Scope and Sequence and Assessment Plan
- Science and Technology Scope and Sequence and Assessment Plan
- Aboriginal Education – Significant local Aboriginal perspectives integrated into all KLA's
- Immersion in Gathang (Biripi) language
- Maintenance of Accreditation
- Curriculum Focus Days – English and Science and Technology
- Continuum of School Improvement – Staff and Teacher Accreditation, Governance + Safe and Supportive Environment
- Gifted Education for Primary Teachers - Dr Karen Rogers

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)

Catholic Culture

Our school community gathers each morning to pray the School Prayer written by the students of St Joseph's. During this time the school acknowledges the land on which the school is built - the land of the Biripi people. All staff and students participate in the faith life of the school and are given regular and meaningful opportunities to do so. Our school foyer welcomes visitors into our school with a visible presence of St Mary of the Cross MacKillop and a beautiful statue of the Patron Saint of our school - St Joseph. This statue was donated by the Sisters of St Joseph at Lochinvar. Each classroom, the Library and the staffroom has a prayer space and Religious icons are evident throughout the school. The school's Catholic identity is acknowledged and celebrated through various Parish and School events. In 2019 these included:

- Centenary Mass for St Joseph's Primary School
- Ash Wednesday Mass
- Easter Liturgy, ANZAC Liturgy, Mothers' Day Liturgy
- St Mary of the Cross MacKillop Liturgy
- Grandparents' Day Liturgy
- Classes attended the Parish Mass in Church each Tuesday
- End of Year Graduation Mass

Faith Life

In 2019, the school celebrated its Centenary, with the school community coming together with both existing and past Principals, teachers, employees, Clergy, Sisters, Parishioners and students. Many travelling long distances to come together to share in this special anniversary.

The parents are aware of the importance of Religious Education within the school and are very supportive of the distinctively Catholic identity of St Joseph's Parish and School. Liturgy, "the work of the people", is the ritual prayer of the Church. Our liturgies bring the community together in active participation and worship to experience and acknowledge the presence of God who is with us. We recognise the Eucharist as our source and summit and aspire to continue to celebrate this in the context of the universal Catholic Church.

In 2019, the Sacramental Program had six candidates who were welcomed into the Parish. Bishop Bill confirmed the candidates in a beautiful Mass. Several weeks later they completed the journey by taking their First Eucharist. Continuing the strong connection with our faith, a staff member completed the RCIA program and was welcomed into the Church by the Parish of St Joseph's during one of the joint Parish and School Masses.

The ever popular FUDGES program (Fathers, Uncles, Dads, Grandparents, Every Significant Male) continued with a camping weekend at Forster in Term 1.

Spiritual Formation

St Joseph's School has a strong Mini Vinnies Team coordinated by our Pastoral Care Worker. The Mini Vinnies Team frequently involves themselves in Servant Leadership activities and 2019 was another very successful year. Activities included:

- Pancake Day to support families in need within our school and Caritas
- Mothers' Day High Tea Fathers' Day Breakfast
- Catholic Mission Fund Raising Activities
- Staff enjoy weekly breakfast and prayer and staff meetings always commenced with a prayer. Staff attended their Spirituality Day at Diamond Head followed by a Mass in the Holy Name Church, Forster. During Term 1, staff and students participated in an Aboriginal Spirituality Day on Biripi land at Saltwater. The school community continued our tradition of Shared Table on Mondays (parents/carers preparing lunch for students) and our vegetable gardens to support this initiative.

Religious Education and Curriculum

All teachers follow the Scope and Sequence of the Maitland-Newcastle Diocesan Religion Curriculum. Religious Education is a formal subject given high priority in our delivery of curriculum outcomes and is taught for thirty minutes per day in each classroom. Year 6 students completed the Diocesan Religious Literacy Test.

The Making Jesus Real program aligns with the School's Religious Education curriculum, Pastoral Care Policy and forms the basis for teacher and student wellbeing. The values that we encourage and promote include respect, responsibility, honesty and learning. These values encourage students to do their best, treat others fairly, be responsible for their actions, follow principles of moral and ethical conduct and stand up for the rights of others. The Year 6 students ran weekly peer support lessons focusing on the philosophies of MJR.

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

Teachers have high expectations of both themselves and students when teaching Religion. Religious Education takes priority at St Joseph's and all teachers follow the Scope and Sequence determined by the Maitland-Newcastle Diocesan Religion Curriculum. The school joins with the Parish to celebrate Mass on a weekly basis and the school involves itself in Parish activities where possible, celebrating significant Liturgical events together. The school is built on Parish ground, adjacent to the Church.

The child is the centre of all learning at St Joseph's, including in the teaching of Religion. The children are encouraged to ask and explore Religious questions. They experience opportunities to make connections between Scripture and their own life experiences. The children gain an appreciation of Catholic worldview and are offered many opportunities to contribute to the common good.

The Making Jesus Real (MJR) program aligns with the School's Religious Education Curriculum, Pastoral Care Policy and forms the basis for student and staff well-being. The values that we encourage, promote and reward include: respect, responsibility, honesty and learning. These values encourage students to do their best at all times, treat others fairly, be responsible for their actions, follow principles of moral and ethical conduct and stand up for the rights of others.

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	86%	57%	0%	11%
	Reading	57%	53%	0%	11%
	Writing	100%	51%	0%	6%
	Spelling	29%	48%	0%	13%
	Numeracy	43%	40%	0%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	17%	34%	17%	17%
	Reading	0%	37%	17%	12%
	Writing	0%	17%	17%	19%
	Spelling	0%	34%	17%	14%
	Numeracy	17%	29%	17%	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

St Joseph's acknowledges the traditional owners of the land that the School and Church are built upon, at morning assembly and school community gatherings. Student leaders involve themselves in the day to day running of the school, leading assembly and prayer. St Joseph's has a very successful peer/buddy support program involving all students K-6. Stage 3 Students are involved in Mini Vinnies, displaying servant leadership in the school, Parish and wider community. The school supports Caritas and Catholic Missions. Supported by parents and carers, children wear their school uniform with pride and represent the school at wider community events in an exemplary fashion.

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

Enhanced Academic Performance targeting K-2 Literacy and Numeracy

Develop and implement a K-6 Writing Framework.

- Teaching programs aligned to K-6 Writing Scope and Sequence
- Student work samples and assessment tasks reflective of teaching programs
- 100% of students at or above the National Minimum Standard in NAPLAN Writing
- Planning differentiated teaching strategies reflective of the Effective Writing Course
- Completion of a series of online tasks related to the analysis of student writing samples

Target Quantifying Numbers and Additive Strategies using Plan 2 Numeracy Learning Progression

- Increased proportion of students at or above the national minimum standard for Mathematics in NAPLAN and Standardised Testing
- Teacher Programs reflective of K-6 Mathematics Program and Syllabus Progressions
- Student work samples and assessment tasks reflective of teaching programs

Develop individual learning profiles for all students K-6.

- Implementation of Individual Learning Profiles incorporating Standard 1 Descriptors for all students K-6 to engage parents/carers and to inform teaching and learning.

Gifted Education K-6

Embed differentiated instruction to meet the needs of all students K-6.

- Analysis of diagnostic assessment and triangulation of data to plan and implement strategies for differentiation for all students.
- Identification and purchase of resources and opportunities for supporting gifted students in their learning
- Participation in the University of Newcastle Children's University Program.
- Application of professional learning to improve student outcomes - Differentiation strategies, grouping and acceleration practices

Early Learning Development Program

Implement strategies from Diocesan Early Learning Framework

- Continuation of Transition to School Program engaging new families and new enrolments, providing a positive and quality transition to school, identifying learning needs and establishing support prior to commencing Kindergarten.

Aboriginal Education

Build positive relationships with the local Aboriginal community and engage them in school activities

- Harmony Day and NAIDOC celebrations inviting Aboriginal Elders and community members
- School Indigenous Dance Group performing at school and community events
- Aboriginal Elders sharing significant local Aboriginal perspectives that are included in teaching and learning programs.
- Provide students and teachers with knowledge and understanding of Aboriginal culture specific to Biripi Nation;

Design and implementation of effective teaching strategies that are responsive to the local community and cultural setting

- Development and implementation of Personalised Plans for all Aboriginal Students, engaging parents/carers/students to identify social, academic and cultural goals;

Provision of opportunities for staff and students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

- Visual representation and acknowledgment of local Biripi people within the school setting
- Aboriginal perspectives written into units of work across various Key Learning Areas
- Immersion in Gathang (Biripi) Language

Professional Learning Team

Provision of opportunities for staff to meet each week for targeted Professional Learning (PLT).

- Analysis and discussion of collated data on student outcomes – specifically evidence of improvement over time and the measures of growth across the school year.

Priority Key Improvements for Next Year

Weekly Professional Learning Team Focus

- Review and further develop school Mathematics Scope and Sequence
- Review and implement an agreed programming template for Mathematics K-6
- Research and implement effective structures of a numeracy block
- Professional learning to build teacher understanding of each aspect of a numeracy block
- Data collation to enable fluid groupings of students in selected strands and content

Teaching of Religious Education

- Establishment of an agreed approach in the programming of Religious Education
- Engagement of Diocesan experts to develop an understanding of the continuum of RE themes across K-6.
- Engagement of Diocesan experts to develop an understanding of quality assessment of RE
- Continued support of staff through targeted Professional Learning to develop multistage teaching and learning programs

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

Overwhelmingly, parents recognise St Joseph's as having a distinctive Catholic identity within the town and acknowledge that the teaching of Religion is an important part of what we do. Parents are pleased with the feedback and information they receive regarding their child's learning, commenting that communication is clear, frequent and takes a variety of forms. Parents/carers believe that the school provides a range of extra curricula activities, is well equipped and caters for the educational needs of their child. Parents/carers also acknowledge that their child is safe and happy at school and that student behavior is well managed and expectations regarding behavior are clear. Parents/carers feel comfortable within the school setting and believe that their involvement in school activities and decision making is encouraged.

Student satisfaction

St Joey's is a small school with a big heart. The school is inclusive - K/1, 2/3 and 4/5/6 all mix extremely well together. We have great teachers and staff. They help us to do our best.

2019 Polding swimming - I was lucky enough to make the swimming relay. The team made it all the way to Polding and we were 1.5 seconds off getting 2nd but we came in 4th. We swam in the Sydney Olympic pool. It was a great experience for the team, and we all had a great time.

My highlight of 2019 was GABC. GABC stands for Great Aussie Bush Camp. We did a lot of activities over the three days. We did rock climbing, commando, kayaking and a bit more. My favourite was treetops. When we were kayaking, I saw one of the treetops courses and that was the one we went on. The treetop activity was fun and a bit sad. It was a bit sad because there were 21 harnesses and 22 in our group, so I missed out in the first round. I still had a fantastic time and that is why G.A.B.C was my number one highlight from 2019.

Teacher satisfaction

Staff view St Joseph's as being an authentic Catholic Community, with the Catholicity of the school being evident to the wider community. They believe that the school nurtures the spiritual and religious well-being of both students and staff. Staff and students engage in regular and meaningful Prayer, Liturgical and Eucharistic celebrations. Staff acknowledge that the school provides a quality learning environment and caters for the needs of all students. There are effective assessment policies and practices in place which provide relevant and timely feedback to students and parents regarding learning. Staff members are proud of the variety of extra-curricula activities that are provided for students, as well as the high level of quality pastoral care. The school offers a safe environment for all its members and student behaviour is well managed in a consistent manner. The school encourages parent participation and staff meetings and Professional Learning Community activities are both relevant and well organised.

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	\$801781
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$243022
Fees and Private Income ⁴	\$60143
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$26198
Total Income	\$1131144

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$301232
Salaries and Related Expenses ⁷	\$820644
Non-Salary Expenses ⁸	\$257815
Total Expenditure	\$1379691

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