

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's Primary School

Church Crescent, WINGHAM 2429

Principal: Mrs Melissa Hunt

Web: <http://www.wingham.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

The year 2019 has been one of change. During Term 1 Mr Justin Hutchens stood in the role of Acting Principal after the departure of Mrs Emma Timmins at the end of 2018. From Term 2 I became the Principal, stepping into a school that provides a high quality faith filled education with a dedicated group of teachers, students and families. Our school conveys the feeling of family and the partnership between parents and the school remains strong with many parents joining school events.

The school's Vision and Mission statements were reviewed by staff to align more closely with the future direction of the school, and in consultation with students, parents and the Parish we were able to update our Vision and Mission statements. Our Vision states, "Through Jesus Christ we learn, love and live in unity." Our Mission States, "St Joseph's is an inclusive Catholic educational community. Through quality teaching centred on Jesus our students are engaged and confident learners who make a positive impact on society." The quality of education at St Joseph's is rich, meaningful and engaging.

Our school celebrated the 19th year of Joey's Annual Festival of Arts, many liturgical celebrations and had many sporting opportunities.

Parent Body Message

The P&F meets for approximately one hour a month and is supported by a small group of dedicated parents and staff. The P&F group has continued to work with the school to provide a support and resource for the parents and carers of our community.

During 2019 the P&F held various fundraising activities such as the annual Mother's and Father's day stalls and a trivia night, all of which were strongly supported by students, staff and parents. Sadly due to the bushfires, our major fundraising event, the school fete had to be postponed. Much planning and behind the scenes work went into planning this event and we are looking forward to hosting a fantastic event in 2020.

These fundraising activities allowed the P&F to help pay for many school resources and have funds to contribute to the school where extra resources are needed. We could not contribute these extra funds to the school if not for the help of the P&F members and the support of our parent and family volunteers. During 2019 the funds raised through the P&F assisted with the purchase of new trestle tables, a new school gazebo and IT resources.

Student Body Message

At St Joseph's Wingham we foster a collective student leadership model which aims to give every Year 6 student the experience of leadership within the school. Leadership is the conduit for personal growth and school improvement. The school formally inducts the whole Year 6 cohort into their leadership roles at the Beginning School Mass which is attended by the school, parents and Parish community.

Student leaders are expected to work cooperatively and support their school, taking on and sharing the many responsibilities that go with this role. In 2019 some of our aspiring leaders welcomed our new Kindergarten students and participated in our Buddy program. They visited local pre-schools and shared stories and craft activities with pre-school students. They also led weekly assemblies and other whole school activities such as fundraising days, sporting events and our annual dance-a-thon.

Following the devastating bushfires our student leaders led a fundraising effort to support our community and were able to donate much needed funds to those in need, truly Making Jesus Real.

Our leaders have developed a range of attributes throughout the year that will continue to set them up as leaders of the future, such as empathy, compassion, self-esteem, trust and collaboration.

School Features

St Joseph's Convent at Wingham was opened for business in 1935. This was founded by the Josephite sisters who used the old wooden church as a school until 1953 when a new church was built. In the old church the altar and classes were separated by a curtain on school days. Infants and Primary grades were taught and until 1961 three Secondary classes were also conducted. The old church building continued to be a school until the present school was opened in 1974 with an enrolment of 80 pupils. The Sisters retained a presence in the school until 1984.

Our school is part of the Parish of Our Lady of Perpetual Help Wingham and stands on the land of the Biripi people who we acknowledge and respect as the traditional owners of this land. St Joseph's has a strong relationship with St Clare's working collaboratively to provide a smooth pathway of transition for our students as they move to high school.

In 1982 the Wingham convent was closed and became the school administration and library block. In 2001 and 2010 the school underwent significant upgrades including a restoration of the old convent building, the building of new amenities, covered walkways, the new school hall, canteen and a new school library. In 2017 we also saw the opening of our new Kindergarten classroom which was incorporated into the old convent building, which is now our administration area.

2019 saw our Administration Block and a number of classrooms repainted. The outdoor reading area was refurbished and provides students with an inviting and engaging place to read during lunch times.

St Joseph's has 7 classes from Kinder to Year 6. Students are encouraged to participate in a number of co-curricular activities including Year 6 camp and Year 3 -6 camp, excursions to various locations and excursions utilising virtual technology. Our students participate in a variety of sports programs and in 2019 this included Gymnastics and AFL. A number of students also took part in the Maths Olympiad which saw them competing in this National Competition against other students. Our school also held a Debating Competition which saw our school representatives compete at a Regional and Diocesan Level.

2019 saw the 19th Joey's Annual Festival of Arts (JAFA). Our students and teachers put on a fantastic showcase at the Manning Entertainment Centre which was well attended by parents and the wider community. The school is very much looking forward to the 20th showcase in 2020.

Our school has a strong partnership with our parents, and they are welcome to be involved in the school through volunteering in the school canteen, at various school events, through the Parents and Friends Association and in individual classrooms.

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
56	60	2	116

* 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 91.04%. 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
93.00	88.80	91.10	91.70	93.40	92.70	86.60

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	21
Number of full time teaching staff	8
Number of part time teaching staff	5
Number of non-teaching staff	8

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

In accordance with the school improvement plan, professional development courses were offered at the school level in the following areas: Data Management, Concepts in English, CPR and Anaphylaxis, Gifted Education, Curriculum Focus on English and Science and PDHPE, Acadience, Differentiation, Speech Difficulties in Students and Learner Profiles.

The school continued working in Professional Learning Teams for Infants and Primary with the major focus of these teams in the area of numeracy.

Staff attended CSO run Professional Learning on Differentiation, Successful Foundations, Clarity and the Aboriginal Education Conference.

We had two staff members who submitted evidence and gained proficiency from NESA

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)

The St Joseph's Wingham school community acknowledges the Biripi people as belonging to the land on which this school now stands. There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is important in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of St Joseph. Our school vision statement promotes St Joseph's as a learning community that seeks to make a positive impact on society through the work we do with students, through quality teaching and through a vision of a life centred on Jesus. The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and feast days, such as Mother's Day, Father's Day, Grandparent's day and NAIDOC etc. In 2019 we continued to Make Jesus Real in our everyday lives and continued to work to ensure that Jesus is at the centre of everything we do.

St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham. Major feast days are often celebrated with the parish and school joining together for Friday mass. The school also works in close partnership with the Parish Initiation Team and with our REC. Our Pastoral Care Worker provides an important link between parish and school, especially for those students preparing to receive the sacraments. Regular communication is ensured via planned meetings between Priest, Principal and REC and through representation on the Parish Pastoral Council.

School staff participated in an overnight retreat experience taking the opportunity to revisit our school Vision and Mission statements through the eyes of St Joseph and the charism of our Josephite traditions. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this and staff pray together regularly and with purpose.

The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus has four major strands which are: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. Teachers develop units of work based on each of these strands for use in their class learning program. Teaching staff took part in a number of professional development opportunities offered by the Catholic Schools Office. Teachers incorporated a Catholic Dimension statement within all programmes to highlight Catholic identity as integral to all KLAs.

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

At St Joseph's we value individuality and strive to develop a love of learning in each child by providing students with a variety of opportunities to excel in all areas of school life. As a school, we seek to provide a high quality education in a safe, nurturing and inclusive environment.

St Joseph's is proud to offer an engaging curriculum that meets the needs of all learners and emphasises high expectations in all Key Learning Areas. Students are supported and encouraged to achieve their full potential in a learning environment that nurtures personal resilience and the development of positive skills through a quality education.

Education at St Joseph's promotes 21st century learning and is supported by modern resources including laptops and iPads in all classrooms, access to video conferencing and virtual classrooms. Teachers utilise the available technology resources to provide engaging opportunities for students to access the curriculum.

During 2019 the PDHPE scope and sequence for the school was reviewed and amended to fall in line with the implementation of the new PDHPE Syllabus. Along with this the school continues to work in line with the school improvement continuum for Curriculum Focus Days with English and Science the Focus for 2019. These focus days allow teachers to ensure that they are providing an engaging and high quality compliant delivery of the curriculum.

Creative Arts is a curriculum area that is recognised as a strength at St Joseph's. All students have the opportunity to discover, strengthen and express their creative abilities through music, drama and visual arts.

Targeted literacy and numeracy programs are incorporated to ensure successful learning, as well as flexible learning groups across the school in Mathematics. This ensures that learning is tailored to every student's needs and our standardised numeracy results are evidence of the success in increasing student achievement in this area. During 2019 the school began a detailed action research around spelling and developing a whole school agreed approach to in turn increase the outcomes of our students in this area. This will continue in 2020.

Our Learning Support Team meet regularly with teachers and support class teachers by planning collaboratively to ensure that the specific needs of each student are being met through differentiation and allowing them to access the curriculum at their point of entry.

The Gifted Education Mentor worked with teachers to build capacity in planning differentiation for identified students through COGAT and these students have been provided with learning opportunities that extend and challenge them academically.

The embedded practice of Professional Learning Teams and the use of data has enabled teachers to ensure that they are keeping the student and their needs at the centre of all planning to improve student outcomes.

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	53%	57%	12%	11%
	Reading	65%	53%	12%	11%
	Writing	65%	51%	6%	6%
	Spelling	53%	48%	12%	13%
	Numeracy	53%	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	30%	34%	20%	17%
	Reading	35%	37%	10%	12%
	Writing	15%	17%	15%	19%
	Spelling	35%	34%	20%	14%
	Numeracy	35%	29%	5%	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

Staff and students coordinated and conducted various social justice events in 2019 to demonstrate the importance of reaching out to others, locally, nationally and globally and to foster a sense of respect and dignity for all under the guiding ethos of Catholic Social Justice Principles.

During 2019 we provided students with various opportunities to put into action the guiding vision of St Mary of the Cross MacKillop of "never see a need without doing something about it". Students supported the Caritas Project Compassion appeal during Lent. This type of appeal empowers our students to contribute to social change, at a global level. We supported various other social justice causes including food and clothing donations for the winter appeal to Vinnies. Students proved to be very creative in their approaches to these various fundraising causes.

2019 saw devastating bushfires in our community and our Year 6 students led a fundraising drive to support those in our community that were affected. This along with our support of the town Christmas Festival which was also a fundraiser for the bushfires ensured that the presence of St Joseph's was felt in many areas of our community. Activities such as this demonstrated the value our school community and students have in regards to being a respectful and positive influence on society.

Our students participated in cultural awareness activities that promote respect for all and attended NAIDOC celebrations on the Town Green which were hosted by local Aboriginal students and community members.

The school continued to incorporate aspects of Making Jesus Real into the everyday running of the school and the way that we expect everyone in our school to treat each other and act.

We share this expectation with our parents and ensure that this common language is visible and used in all school communication.

St Joseph's fosters environmental awareness and sustainability through a number of community initiatives. As a school, we have a strong environmental focus incorporating solar electricity, vegetable gardens, worm farms, water tanks and composting.

This provides students with a strong foundation in learning to care for our environment which increases student's connection with and awareness of nature and environmental issues.

We acknowledge our responsibility to be stewards of our earth and all of God's creation. Sustainability of resources means responsible management, care of the environment and a system of operation that is designed to enhance the future wellbeing of the planet.

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

In 2019 St Joseph's had a whole school focus on Gifted Education and staff undertook action research to identify, plan and implement programs to meet the needs of all learners. COGAT was administered to gather data from students and students were then provided opportunities to extend their learning in various areas including Creative Arts, Mathematics and Writing. The Gifted Education Mentor worked with staff on differentiation for students and staff implemented this learning into their classroom programs. This will continue in 2020.

The school continued in its third year as a Literacy Numeracy Action Plan School and continued to work towards improving the outcomes of our Kinder to Year 2 students. The Lead Teacher continued to work with teachers and students to specifically improve outcomes for students in Literacy, which phonics a focus and Numeracy.

During 2019 St Joseph's undertook a Self-Review. This review enabled the school to create a School Strategic Plan for the next 3 years which encompasses the current priorities for the school over the next three years. This plan ensures that the school is providing for the educational needs of every child through a balanced curriculum and child centred learning through a strategic and targeted focus.

Priority Key Improvements for Next Year

The school has set the following priority areas for 2020 after consultation with staff, students and parents.

To provide a culture of formation and mission for staff, students and families. The school will continue with its implementation of Making Jesus Real and will use this as a vehicle for sharing faith experiences with students and their families.

To provide an engaging and high quality differentiated program for students. During 2020 St Joseph's will continue with their focus on differentiation, particularly in Religious Education, English and Mathematics and Gifted Education. Our Lead Teacher, REC, Pedagogical Mentor and Gifted Education Mentor will work with staff to build their capacity in being able to differentiate confidently in class programs.

Our school will continue to work closely with data and will implement the learnings from the Diocesan work with Lyn Sharratt on Clarity and the 14 parameters. This will provide a much more in depth focus for staff on utilising data to plan and improve student outcomes.

During 2020 St Joseph's will become a Successful Foundations school. The Kindergarten teacher will be implementing and embedding the philosophy of Early Learning with the aim to improve support for our students during the transition to Kindergarten.

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

During the Self Review process parents were surveyed via an electronic survey. Parents were asked a number of questions to gather information on Catholic Identity and Mission, Learning and Teaching, Safe and Supportive Environment, Leadership and Organisation, Areas of Strength and Improvement and Vision for the School. Parents were also invited to come for an afternoon cup of tea before school pick up to discuss these same areas.

Overall the parent responses demonstrated positive feedback in regards to the above areas. Parents noted that the staff were professional and provided a nurturing and high quality education for their students. Parents felt welcomed and encouraged to become involved in the school through many events. The positive relationships between parents and the school as well as every student being known by all teachers were a strong theme in survey responses.

The comments for improvement provided suggestions which have been included in the new Strategic Plan. This includes improved communication with parents, particularly in respect to the curriculum and the learning occurring in the classroom. Parents mentioned they felt they did not know what was being taught in the classroom and opportunities for feedback on classroom learning apart from formal methods, were limited.

Student satisfaction

In preparation for the Self-Review, all students were individually surveyed to gain their opinion about Safe and Supportive schools and Teaching and Learning. The data from this survey was then collated for review.

A small cohort of students from each grade were also interviewed by the Principal in a small group discussion. This interview covered the areas of Teaching and Learning, Catholic Identity and Mission and their Vision for the school.

The feedback from the students was overly positive. Overwhelmingly students viewed Fluid Learning Groups in Maths as a positive learning experience which catered for individual

levels of learning and need. Students felt that the teachers had their best interests at the forefront of everything they did and that the teachers worked hard to provide an engaging and interesting learning experience.

Students noted that the teachers were caring and helpful and that they made learning interesting. The feeling among the students was that the school was a happy and friendly place to be where everyone was respected and made to feel welcome. The students stated that everyone was friends at St Joseph's and that we were like a family. They felt comfortable with the behaviour management procedures in the school.

Teacher satisfaction

Staff were interviewed individually by the Principal and also asked to fill in a survey to gather their satisfaction levels with the school. Staff were asked a number of questions to gather information on Catholic Identity and Mission, Learning and Teaching, Safe and Supportive Environment, Leadership and Organisation, Areas of Strength and Improvement and Vision for the School. The staff also worked through the self-review process together in several meetings. Overall satisfaction was high.

Staff highly valued the collaboration and feeling of community and family in the school. This led to discussions about the way that the staff worked together in Professional Learning Teams and the team approach to Fluid Learning Groups. The staff felt that Jesus was at the centre of what we do here at St Joseph's and that the school was a faith filled learning environment.

The whole school approach to Positive Behaviour in the school and the school behaviour management structures was positively discussed. Staff felt that the expectations and consistent approach are instrumental in the positive behaviours that are displayed by students.

The staff felt that relationships with parents were positive but did feel we could build on and improve in our communication methods with parents.

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	\$1496335
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$451528
Fees and Private Income ⁴	\$160807
Interest Subsidy Grants	\$647
Other Capital Income ⁵	\$51268
Total Income	\$2160585

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1299
Salaries and Related Expenses ⁷	\$1612491
Non-Salary Expenses ⁸	\$449345
Total Expenditure	\$2063135

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