

2017 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 2017 NESA Syllabuses for English, Mathematics, Science and Technology, History and Geography were fully utilised. In the future the updated versions of the Creative Arts and Personal Development, Health and Physical Education Syllabus will be trialled and implemented at St Joseph's.

The learning environment was characterised in 2017 by support of parents as first educators and a promotion of lifelong learning. The PLC focus was again Writing with student movement in groups being data-driven and assessed against the Writing task rubric. The Christ-Centred Learning model was further developed with the consolidation of Growth Mindset and Learning Dispositions within the context of Insight and Meaning.

Parish Priest's Message

School/Parish Partnership

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 St Vincent's Catholic Parish in Portland.

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.

As priest of your parish I am 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.

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 Garry McKeown

Parish Priest.

Parent Body Message

In 2017, St Joseph's Parents and Friends Association continued to function with a small, coherent group who continued to support St Joseph's School in providing both pastoral and financial assistance to both school and home.

Fundraising was the Parents and Friends Association's major role - this helped to buy additional products and services to benefit the children of the school. In 2017, contributing to bus travel for the whole school excursion to Featherdale Wildlife Park and Scenic World was the major project and this 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 held by the school occurred throughout the year. Being a small school, the staff and students are always very appreciative of the extra time and the catering that the P and F provides.

The Annual General Meeting was held in February, and a new Executive was elected. New members are encouraged to join at any time.

Kerena Lampton

President

St Joseph's Parents and Friends Association 2017

Student Body Message

The Year Six leaders supported St Joseph's School in 2017 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, we attended the 'Grip Leadership Conference' held in Bathurst where Year Six students met leaders from other schools in the district. For the second year, leadership events with St Patrick's School took place, with the combined Retreat to Mary MacKillop Place and three day excursion to Canberra. The student leadership positions at St Joseph's School in 2017 consisted of:

- Girl School Captain
- Boy School Captain
- School Vice Captain
- House Captain - MacKillop

- House Captain - Grannall

- House Captain - Aidan

We, as leaders of St Joseph's also assisted Father Garry with School Masses each Wednesday and Sunday Masses on the weekend. Taking a prominent role in the community Australia Day celebrations, the ANZAC March, CWA International Day and Remembrance Day placed us in positions of importance in our community.

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 2017, 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 2017, 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 student learning.

Programs available in 2017 were:

- Sacramental Programs - RE
- MultiLit Literacy Intervention Program
- PreLit and MiniLit
- ICT Resources in teaching - Mathletics and Spellodrome, Studyladder, Ideal Resources, Understanding Faith, Liturgy Ritual.
- Jolly Phonics, Jolly Grammar and Spelling Mastery
- Robotics - STEM Initiative
- CWA International Day
- Intensive Water Safety Program
- Rugby League, Netball and Cricket Gala Days
- Russell Richardson Rugby League
- Anti-Bullying Day
- School Counsellor Resilience Groups
- Life Education Van
- Walk Safely To School
- Clean Up Australia
- Harmony Day
- NAIDOC Week
- Responsible Pet Education
- School Excursions - Infants - Featherdale Wildlife Park / Primary - Scenic World - Katoomba
- Book Week - Book Fair and Book Character Parade
- Whole School Musical

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
- Growth Mindset Learning Dispositions - Responsible, Resourceful, Resilient, Reasoning, Reflective Learner
- 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 Father Garry, our Parish priest, provided 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 2017:

Girls	Boys	LBOTE*	Total Students
24	13	0	37

* 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. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2017 was 91.83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.85%
Year 1	94.54%
Year 2	92.18%
Year 3	88.04%
Year 4	91.61%
Year 5	90.04%
Year 6	92.52%

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 2017:

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 Catholic Education Diocese of Bathurst. 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 1 - Organisational and Planning / First Aid and CPR Training
Term 2	Day 1 - Model of Christ-Centred Learning - Learning Dispositions
Term 3	Diocesan Christ-Centred Learning Conference
Term 4	Staff Spirituality Day - Rahamim Bathurst / Compass Administration System Training / Strategic Planning

Other Professional Learning opportunities completed by Staff during the year to complement Professional Learning were:

Term 1 - Primary Curriculum Training / Goal Setting and Learning Plans / Learning with iPads / History Syllabus / Christmas Story Art

Term 2 - Leadership Coaching / Performance and Development Coaching / Professional Practice and Development Coaching / Learning about the Liturgy / NAPLAN Online

Term 3 - Robotics / Michael Grose Conference / Peer Coaching / PLC Network Meetings / New Scheme Teacher

Term 4 - Formative Assessment / Rich Catholic Curriculum / Kinder Program

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.
- the 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 2017, 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 Rahamim Ecology Centre during Term Four for an Introduction to Eco-Spirituality and Pope Francis's *Laudato Si*. Mary MacKillop Place was again chosen for the combined St Patrick's/St Joseph's Year Six Retreat in 2017. Transition to La Salle Academy during Term Three for Year Six and a trial of CSYMA with the 2018 school leaders were both held with the inclusion of the three schools.

The Catholic Education Diocese of Bathurst also provided extra curriculum support in ICT to complement the existing RE Units. *Understanding Faith* was successfully used.

In January 2017, Father Garry McKeown arrived as Parish Priest of the Lithgow and Portland parish centres. He continued to support the school spiritually in providing the weekly School Mass. The contact number for Father Garry 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	22.80

SECTION SIX: CURRICULUM

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

In 2017 the class groupings were arranged in 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:

- Continued familiarity and consolidation of the requirements of the new syllabuses and CEDB 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 through work as a 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 and conversations regarding the use of technology in the classroom and engagement of students with a focus on the correctness of online interaction.
- PLC focus was deemed as Writing and continued assessment of writing samples against a set rubric.
- Groupings for Writing intervention and teachers were organised to start this focus again at the beginning of 2018.
- Continuation of Stars Comprehension Program to ensure success for all students at their own level and further, to promote reading success.
- Use of Jolly Grammar in Primary classrooms to support Writing and Spelling.

Core Subjects

The following core subjects were taught in 2017:

- Religious Education
- English
- Mathematics
- Geography (Consolidated)
- History (consolidated)
- Science and Technology
- Creative Arts
- Personal Development, Health and Physical Education

Learning support programs included:

- MULTILIT Reading Program
- MINILIT and PRELIT
- STARS Comprehension Support Program
- Integration Programs - CEDB Special Education Support Team
- Behaviour Management - CEDB Behaviour Team
- Wellbeing of students - Second Step in K/1/2 - trialled
- Keeping Safe in the Game - Cybersafety webinars
- Diocesan Spelling Bee

Special programs used at St Joseph's in 2017 also included:

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

- Whole school musical "The Billabong Prank".

Community Service activities involved Parish / School events such as:

- Australia Day
- Grandparents' Morning Tea
- NAIDOC and Harmony Day
- St Vincent de Paul and Social Justice Project initiated by the parish Social Justice Committee
- Community ANZAC Day March
- CWA International Day
- Walk Safely to School Day
- Clean Up Australia Day
- St Patrick's and St Joseph's School combined excursion to Canberra
- Launch of Mission Month

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60.00%	55.50%	20.00%	10.50%
	Reading	40.00%	51.60%	0.00%	10.00%
	Writing	40.00%	44.60%	0.00%	7.50%
	Spelling	20.00%	45.60%	0.00%	13.10%
	Numeracy	0.00%	39.80%	0.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	28.60%	34.40%	28.60%	17.50%
	Reading	14.30%	37.00%	28.60%	14.60%
	Writing	0.00%	15.80%	14.30%	19.40%
	Spelling	14.30%	34.30%	0.00%	14.10%
	Numeracy	0.00%	27.90%	28.60%	14.60%

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. Catholic Education Diocese of Bathurst (CEDB) 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. Catholic Education Diocese of Bathurst (CEDB) 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 2017 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 posters
- Way of the Cross
- Morning Tea for the Elderly
- Altar Servers for Parish Masses
- Pet Education
- Jump into Joeys
- Formal School Assemblies
- Peer Partnering of Senior Students with Kindergarten Students
- Grip Leadership Conference
- School Liturgies and Sacraments
- Confirmation Supper
- Parish / School Interaction
- Social Justice Guest Speaker
- Book Week
- Clean Up Australia Day
- NAIDOC celebrations
- Reconciliation Week and Harmony Day
- Captains' speeches at events
- Local show displays
- Secondary school Work Experience placements
- School Litter Education Program
- Launch of Mission Month at St Matthew's Mudgee
- Christmas Story Art
- Portland Art Show

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) 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 Consultant to Schools.

Key Improvements Achieved in 2017

- CSYMA for leaders and Altar Servers back to Mass.
- Shared understanding of curriculum delivery through the Model of Christ-Centred Learning and the use of feedback.
- 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.
- Expand collaboration among staff to develop student learning and thus ensure success - Formative Assessment Workshops as focus.
- Development of the use of CEDB websites for Religious Education.
- PLC initiative linked to Christ-Centred Learning by promoting Growth Mindset and the five learning dispositions.
- Insight and Meaning component of Christ-Centred Learning still remained the focus with the other components contributing to enable full understanding of the model.
- Provided learning that was purposeful, relevant and research based.
- Student learning a focus for the whole school community.
- Created learning environments that are stimulating and appropriately resourced, hence making the learning space connected to the world beyond the classroom.
- Successful remodelling of learning spaces with state of the art furniture.
- IT Device per student from Kindergarten to Year 6.

Priority Key Improvements for 2018

- Development of Youth Spirituality and links to the parish.
- Encourage the community to access the school environment to provide opportunities to showcase the facilities available at St Joseph's.
- CSYMA - links with La Salle and St Patrick's School in Lithgow.
- Update Pastoral Care Policy and Procedures - health and wellbeing of staff, students and parents.
- Develop the whole school ability to use data to identify gaps in student learning.
- Continue to focus on Growth Mindset and the Five Dispositions of Learning.
- Deeper focus on Formative Assessment techniques.
- Maximise student learning and wellbeing through continuing to 'unpack' the curriculum, deepening shared expectations and ongoing staff discussions.
- Give priority to professional development aimed at building teachers' data literacy skills.
- Develop Mathematics within the senior class with Quicksmart trained personnel within the school.
- Use physical learning spaces and technology creatively and effectively to maximise student learning.
- Expand ICT and Contemporary Learning knowledge to enable a scaffolding to be developed by teachers in STEM.
- Demonstrate, through actions and practices, a strong commitment to environmentally aware values.

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 events as:

- supporting and assisting the teaching staff on excursions, sporting events and during the Sacraments
- active involvement in the Parents and Friends Association
- Tuckshop
- Parent Information sessions

Parents and families are valued as partners in student learning and everyone works 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 2017 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 2017 included the new furniture in classrooms, a device per child and video conferencing facilities and flat screen televisions.

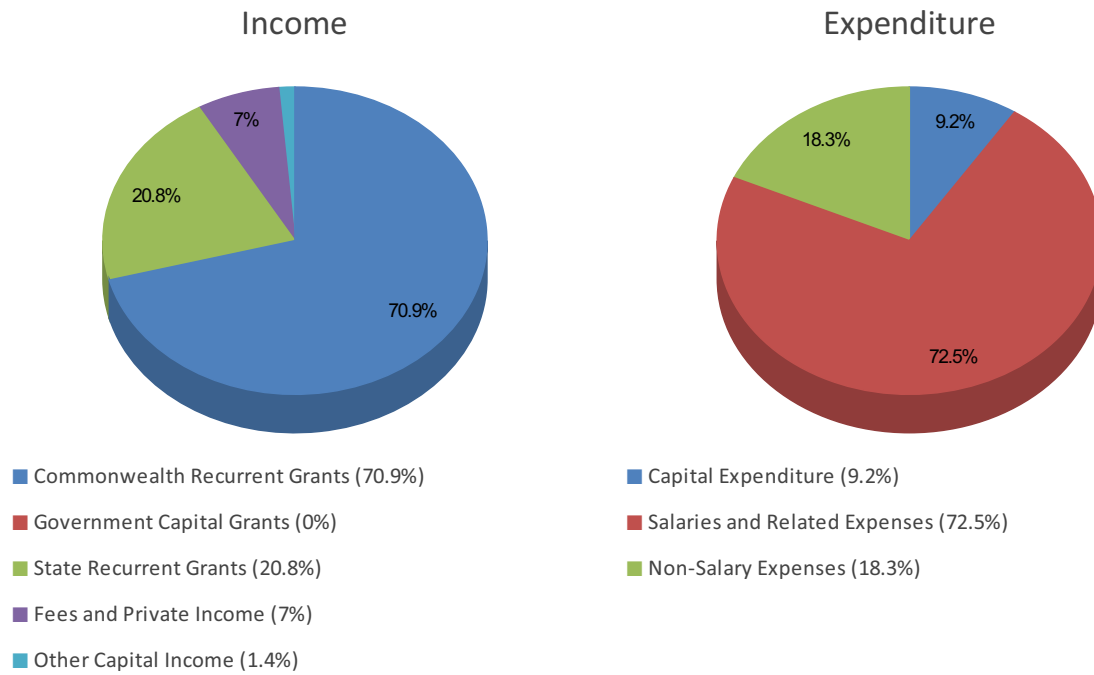
Student Satisfaction

- 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 whole school musical, "The Billabong Prank" clearly showed that the students were polished, confident and professional in their delivery and that this area of endeavour was thoroughly enjoyed. 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. The Professional Learning Communities initiative during 2017 continued to provide the staff with a specific model to follow to work towards school improvement in an area of need. This area was again deemed to be Writing. Success in encouraging professional dialogue among staff proved that a refresher of Formative Assessment would be advantageous.
- A very detailed Weekly Plan put in place has continued to provide a communication platform which enabled all staff members to access the future weeks with confidence and knowledge of the 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.