

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Joseph's PS

57 King Street, EAST MAITLAND 2323

Principal: Marie Butel-Simoes

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

About this report

St Joseph's PS (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

St Joseph's provides a quality catholic education in a caring learning environment. The school has a rich blend of the old and new, with modern refurbished facilities and beautiful playgrounds. At the heart of the school is the charism of the Sisters of Mercy. The school's PBL draws from the Mercy Values of respect, integrity, compassion, courage, hospitality, service & justice.

St Joseph's offers child-centred, hands-on, play based experiences and intentional teaching to develop the early learning required for future academic success. Our inviting play spaces encourage our students to imaginatively explore, discover and problem solve.

Our school is focused on developing communication, collaboration, creativity and critical thinking. We have an excellent BYOD program. Digital technologies skills are part of the student's learning with a focus on STEM, coding and robotics. Our resources include a Maker space, 3D printers, Drones, Spheros, Edison robots, mBot robots, B Bots and lego.

Developing future leaders that embraces social justice, respect, care for the environment and wellbeing is key. Leadership teams include: Enviro Warriors, Kids Care, Gotcha Gang, Tech leaders, the Games Gurus and Mini Vinnies. We set high expectations for our students and encourage self regulation.

We pride ourselves on achieving strong academic success.

Parent Body Message

2019 has been a successful year with the following major initiatives being implemented. The P&F and parent volunteers have organised both community building and fundraising events. The welcome bbq, the mother's and Father's Day breakfast were highlights in the community. The Trivia Night, the Mother's and Father's Day stalls, the Raffles at George Tavern and the Good Sports Games were successful fundraisers and were well supported by the body of the school. International Teacher's Day was recognised by the Parents and Friends' Association (P&F) where the wonderful teachers were treated to coffee, chocolates, and cupcakes.

In 2019 the P&F made a donation of \$27,000 to St Joseph's for the purchase of eating tables for the kindergarten students and to support the Primary Playground initiative.

Supporting the school and parent community is paramount for the P&F and the school is fortunate to have such a dynamic and committed parent body working towards the children's future.

Parents and Friends Association 2019.

Student Body Message

St Joseph's has a strong student leadership model. Annually the students vote for Captains and Prefects. The Leaders actively lead student events, assemblies and represent the school at official business. At the beginning of the year, students in Stage 3 students were invited to become members of one of the Student Leadership Teams that align with the Mercy Values Program. Kid's Care, Gotcha Gang, Games Guru, Enviro warriors and Mini Vinnies. As a member of a team, students were given the opportunity to actively contribute in decision making processes of the school, take on leadership roles and represent the students at St Joseph's Primary School East Maitland. The Leaders and Team Leaders demonstrate service to their school and peers and act as role models for younger students. In 2019, Year 6 students supported a variety of school activities including Catholic Mission Week, ANZAC Day and Remembrance Day ceremonies, school liturgies and Masses, Creative Arts initiatives, school assemblies, fundraising activities, wellbeing activities, sporting activities as well as justice and community service activities.

School Features

St Joseph's School has existed as a school in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. The school was founded by Father John Therry around 1830, the Sisters of Mercy commenced their work as the main educators from 1885. At the heart of the school is the charism of the Sisters of Mercy who founded the school. In 2018 the Mercy Charisms were used to develop a Positive Behaviour Learning Program. The Mercy Values of respect, compassion, courage, hospitality, service and justice underpin our focus for Learning Together with Care and Respect program.

In 2002 the school became a double stream K-6 school following the amalgamation of the nearby St Vincent's and St Mary's Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program. In 2017 8 classrooms were refurbished and in 2019 work commenced on refurbishing 5 classrooms.

The school is located in East Maitland, in the Hunter Valley, adjacent to the New England Highway. The school is part of the Chisholm Catholic Pastoral Region. Our cohort come from predominantly Catholic families who are seeking a Catholic Education. The students mainly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. In 2017 the introduction of zoning for Catholic Schools has streamlined the suburbs that are best suited to attend St Joseph's which no longer includes Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. Students who live out of the school's zone are able to apply to attend St Joseph's with permission from their zoned school.

The school is **Gifted Education Lead School** and offers a broad range of activities including debating, public speaking, maker space club, science, lego and robotics programs, coding, drama, Japanese and Sporting activities. The school has a strong focus on catering for GIFTED students and runs programs to support the develop of our bright and gifted students. The school celebrates Science Week and Book Week annually and is enjoyed by all. The P&F provides many community building events and is supportive of the school needs and improvement focuses.

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
199	217	39	416

* 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 93.40%. 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
93.80	93.70	94.30	93.40	92.40	93.50	92.70

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	40
Number of full time teaching staff	15
Number of part time teaching staff	13
Number of non-teaching staff	12

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

All Professional Development is aligned with the School Improvement Plan.

Staff Meeting

- NESA accredited course Numeracy, Writing and Critical and Creative Thinking
- CPR, Diabetes, NCCD, NAPLAN Writing, Gifted Education,

Whole day

- Developing an Effective writing Program with Sheena Cameron and
- Critical and Creative Thinking with Minds Wide Open.

PLT

- held fortnightly focused on data analysis and tiering of work. Staff engaged in the Professional Practice and Development process and participated in peer observations and learning walks.

Other teams

- Maths, Gifted, WHS, Curriculum, and Science and IT.

Other PL

- Executive Rem Days
- Many staff have engaged in further formal study.
-

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)

St Joseph's is a "Mercy School", that bases its core values on the Mercy Charism and the values that Catherine McAuley established. Our Positive Behaviours Program utilises these values and the Mercy insignia is prominently displayed around our school. Our crest includes the school motto "Together with Christ" and is used along with the school mantra "Learning Together with Care and Respect". Our School Mission and Vision Statement review was completed in Term 1 and presented to the School Community. The school foyer and all classrooms have sacred spaces and classes attend monthly Masses. At Liturgies and Assemblies prayers are held to honour key events such as Ash Wednesday, Catholic Schools Week, St Joseph's Feast Day, Holy Week, Easter, Grandparent's Day, Mother's Day, Feast of Saint Mary MacKillop, Father's Day and other feast days.

The school is part of the Chisholm Region and our parishes are East Maitland and Morpeth. A number of staff are actively involved in parish ministries. Three teachers are involved in the Parish Sacramental Team supporting both parents and children in completing the Sacraments of Initiation. Students attend the 'Kids Mass' for the Chisholm Region on the first Sunday of each month, where students assist by welcoming, reading and playing guitar for this mass. Students attend the weekly ACTiv8 Youth Group which provides opportunities for prayer, worship and fun activities. Altar Servers training and student meditation sessions are also provided by the ACTiv8 team at school.

Faith development opportunities for teachers are provided through the Catholic Schools Office. Two teachers completed the Experienced Teacher's Retreat in 2019. The 5 student Leadership groups are called Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. The groups attended leadership sessions in Term 1 to develop a greater understanding of their commitment to leadership. Joeys Squads continued this year consisting of multi- aged groups from each class, led by Yr 6 students with a focus on Mercy Values and "Friendly Schools Plus" programs.

The teaching of Religion aligns with the Diocesan K-12 Religion Syllabus/Units of work and a Diocesan Scope and Sequence. Year 6 completed the new Diocesan Religious Education Test in 2019 and areas for improvement were identified and included in our SIP plan for 2020.

The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service are taught in classrooms, reinforced at school assembly time and in the weekly Christian Values Awards. The school supports Caritas and Catholic Missions with events to raise awareness and funds for these organisations. Our school also recognises Indigenous Australians during Reconciliation Week & NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day. The Mini Vinnies support the needy through their Winter Appeal and the Christmas food drive.

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

St Joseph's Primary school implements the NSW Board of Studies K-6 Syllabus and meets all mandatory requirements. All teaching programs are based on the outcomes of the syllabus and differentiation is used to support the needs of all students. The school offers a variety to of programs to cater for the needs and interests of all learners at the school.

The school offers a **GIFTED Program** for students who are gifted and capable. This school-based extension approach offers programs that engage these students. In 2019, these students were offered Maths extension and participated in a variety of gifted writing programs including "Writing a book in a day", Script writing, Creative writing, maths Olympiad, Problem Solving maths activities, TynkerCAD, Robotics and Minecraft activities. One student participated in the Diocesan Virtual Academy.

Learning Support Programs are offered for individual, group and classroom support. The school provides minilit, maclit, multi-lit reading programs; Stars and Cars comprehension programs and a variety of social training programs. Students in K- 3 use the Lexia, an online reading program and the stage 3 students have access to the Lexia Power Up reading program. K-4 use a specific spelling program that focuses on data and explicit instruction.

Stage 3 students have a **BYOD program** and have trailed the use of Essential Assessment to support mathematics. The development of writing has been a School Improvement focus. The school has used explicit instruction of a sentence a day, power writing and focus on the technical features of writing. In 2019, the school focused on critical and creative thinking. Robotics and computational thinking were also integrated into the science program. Japanese, PE, coding and Creative arts are taught by specialist teachers.

The Annual School Improvement Plan is developed in response to data analysis and identification of learning needs of the students. The School Improvement drives the Professional Learning and the development of whole school approach to evidence-based pedagogy and professional practice.

During 2019, all Professional Practice and Development Goals were linked to the school improvement plan and focused on developing evidence-based pedagogy across the whole school, develop improved writing skills and focus on catering for the gifted students. The whole school focused on developing personalised learning goals, success criteria and feedback to support learning. The development of writing skills was also a school improvement focus and the whole school approach employed explicit instruction of a sentence a day, power writing and explicit instruction of the technical features of writing. As part of the whole school approach to lifting the performance of students. All teachers met each fortnight as a stage Professional Learning team to focus on data analysis to tiering learning and develop differentiated specific and targeted learning programs.

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	75%	57%	3%	11%
	Reading	65%	53%	7%	11%
	Writing	68%	51%	0%	6%
	Spelling	50%	48%	7%	13%
	Numeracy	45%	40%	3%	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	39%	34%	12%	17%
	Reading	39%	37%	2%	12%
	Writing	25%	17%	3%	19%
	Spelling	31%	34%	9%	14%
	Numeracy	32%	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

At St Joseph's the Pastoral Care and Discipline Policy and Positive Behaviour Learning Plan reflects the teachings of the Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service. The values are taught over the year in classrooms and reinforced at school assemblies and in the weekly Christian Values Awards. The stage 3 students participate in leadership groups that promote service and social justice. The teams are Kids Care, Enviro Warriors, Games Gurus and Gotcha Gang.

The Enviro Warriors organised a variety of Environment Initiatives including a recycling program and gardening. The students attended the Maitland Council Environment Workshop. The Games Gurus organised a variety of activities during well being week each term and supported the P&F fundraiser "Good Sports Games". The Gotcha Gang support and organise the school's PBL program.

In 2019 the Kid's Care Team organised a variety of fundraising activities to support research into children's brain cancer. The students also participated in Canteen Education Program and raised money by having a " Bandanna day" an out of uniform day and "Steps for Brain Cancer" activity.

The Joey Squads are run by the Year 6 students. all students from K-6 participate in this program. In 2019 the focus of these groups was to develop resilience, perseverance and a growth mindset.

Each year, the school supports Caritas and Catholic Missions with events to raise awareness and funds to support these organisations. Students participated in Socktober, Year 6 ran a Mission Day during Term 4 and the Kid's care Team held an Easter Raffle to support Project Compassion.

Liturgies are held to recognise Indigenous Australians during Reconciliation Week & NAIDOC Week. Harmony Day is celebrated to pay respect to other cultures in our community. ANZAC Day and Remembrance Day are observed at a school prayer service. The Mini Vinnies team meet regularly and in 2019 they participated in their own mini-sleepout raising awareness of the homeless and organised the annual food drive for the needy at Christmas time. The St. Vincent de Paul Society continues to operate a breakfast club for the children.

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

the 2019 Key Improvements were:

Catholic Formation and Mission

- A new school Vision and mission Statement
- All RE programs were reviewed to reflect a focus on Catholic Identity
- Spiritual Formation Retreat for school
- Student leaders focused on Social Justice activities and attended Mini Vinnies Sleepout and Mini Vinnies leadership day

Learning and Teaching

- Evidence-based approaches to lift the performance of all students in writing and mathematics. eg use of power writing
- Maths and English programs reflect differentiation to cater for the gifted students.
- Naplan results demonstrated well above state achievement in writing for Year 3 and Year 5
- Gifted extension activities including Maths Inquiry, Writing a book in day, and attendance at writing workshops and mindcraft workshops.
- PD in writing and Science (STEM), Critical and Creative thinking.
- Development of Maker Space created and Science week celebrated. Staff showcased new stem skills at staff meetings.
- Gifted Students in the Virtual academy and showcased work at school.

Leadership

- Implementation of new process for RFF to provide PP&D & PLT
- Fortnightly PLT focusing on writing and Maths.
- PP&D focus on Success Criteria and Learning Intentions.
- All staff participated in Learning Walks

Service & Governance

- Successful WHS COSI

Priority Key Improvements for Next Year

Key Priorities for 2020

Catholic Mission

- Broaden commitment to social justice and spiritual formation
- Systematic Professional learning to improve Religious Education Teaching

Learning

- Evidence based approach to improve Numeracy
- Evidence based approach to Improve Literacy with a focus on reading & consolidation of writing
- Implement the Leading Learning Collaboratively principles and pedagogical practices
- Implement Inquiry Approach with a focus on the critical and creative thinking and problem solving

Leadership

- Nurture the growth of leaders and potential leaders

Wellbeing and Partnership

- Develop pastoral support for students in need

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

In 2019 the school completed a number of surveys to ascertain parent support. During these surveys parents were given an opportunity to provide input and voice into a variety of issues including uniform, school activities, grant applications and identification of needs and support. The P&F was also invited to participate in consultation and feedback of activities and school improvement focus. This allowed parents to participate in a consultative model to ascertaining parent feedback which was supportive and positive. Regular reports were provided in the school newsletter and outlined at Parents & Friends meetings which were held twice a term. Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all. The school has received significant positive feed back around implementation of the School Improvement Plan in 2019.

Student satisfaction

The students at St Joseph's are active citizens of the school, all students have a voice at St Joseph's when it comes to issues affecting their wellbeing, social justice and the environment. Students in Stage 3 nominate for a Leadership Position in one of the student Leadership Groups. These include the Enviro Warriors, The Kid Care Group, The Games Gurus, The Gotcha Group and Mini Vinnies. Each group has a leadership role in the school which encourages the students to actively participate in service, wellbeing and social justice. The Enviro Warriors include students from Year 2 to Year 6 and focus Environmental initiative including Nude Food and Recycling at school. The Kids Care Group organised the Easter Raffle, the Annual Talent Quest and the Mini Vinnies participated in the Winter Sleepout raising money for the farmers and organised the Christmas Appeal. The Games Gurus ran fun activities during wellbeing week and the school fun run.

All Students are strongly encouraged to also speak to staff about any concerns they may have. Individual student achievements, inside and outside of school are recognised and celebrated.

Teacher satisfaction

The teaching staff at St Joseph's meet on a regular basis, focussing on professional learning and improving student outcomes. All staff meet in a range of other forums so their ideas and their concerns can be heard. Whilst there are high expectations of all staff, it is also important that pastoral care is offered to them particularly when facing complex issues. There are a range of communication methods that are used within the school to keep staff informed as well as being heard. The staff at St Joseph's are regularly asked to complete surveys and provide feedback to ensure the staff have a say in the initiatives and to collaborate on important issues. The staff at St Joseph's are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

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	\$3465584
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1042691
Fees and Private Income ⁴	\$886715
Interest Subsidy Grants	\$9780
Other Capital Income ⁵	\$188974
Total Income	\$5593744

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$4657
Salaries and Related Expenses ⁷	\$3534500
Non-Salary Expenses ⁸	\$1652386
Total Expenditure	\$5191543

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