St Joseph's Primary School, Kingswood
94 Joseph Street, Kingswood 2747
Principal: Mrs Franziska Jackson Mrs Tricia Carr Mr John Laffan
Phone: 4732 3999   Fax: 4731 1432
Email: stjosephskwood@parra.catholic.edu.au
http://www.stjosephskingswood.catholic.edu.au
Introduction

About the Annual School Report

St Joseph's Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2016 Annual School Report for St Joseph’s Primary School.

St Joseph’s Primary School is a Catholic, co-educational, inclusive school where students are encouraged to develop their relationship with God through participation in prayer, liturgy, social justice and positive relationships.

A professional and dedicated staff supports students in *Learning Without Limits*, our school motto. Learning spaces are contemporary and learning experiences are enhanced by technology. Students are at the centre of everything at St Joseph’s Primary School.

Religious Education and celebration are important in the life of our school. Students, staff and parents assemble each Monday morning to begin the week with acknowledgement of country, prayer, Scripture, awards, celebration of achievements and the national anthem. We celebrate major liturgical feasts and seasons of the church with mass. The spiritual life of our students and their pride in themselves and our school are celebrated at every opportunity.

At St Joseph’s Primary School we:

- develop and learn about our Catholic faith through our Religious Education and liturgical celebrations
- personalise the learning to support the development of each child
- participate in KidsMatter to provide a supportive, safe and nurturing environment
- provide a rigorous, whole-school approach to the teaching of literacy and numeracy, with intervention programs for vulnerable students
- promote education in the creative arts through our Music program for Kindergarten to Year 2, Instrumental program for Years 3 to Year 6, and our Drama program Kindergarten to Year 6
- value the worth of every individual and celebrate their successes
- encourage staff and students in *Learning Without Limits*

At St Joseph’s Primary School we continually upgrade our physical environment and learning programs to ensure a safe, caring, friendly environment in which students feel valued and enjoy their learning and recreation.

Parent

Parents are an essential part of our students’ faith at school and home and partake where possible in religious activities to show the way. The school has a welcoming environment where parents are valued as an important part of the planning and learning within our school.

The Parent Association is committed to the ongoing growth of the school as a whole and many parents regularly assist at school with sport, classroom activities, excursions and fundraising to improve the school in whatever area needed.

In 2016 parents were invited to the Monday morning assembly and to enjoy a 'cuppa' afterwards. Parents were welcome at all liturgical and community celebrations. This year a significant number of parents not only joined in our book week celebrations, they also dressed as their favourite book characters and joined students in completing activities. Family Fun Day in August saw the staff and parents working collaboratively to coordinate an extremely fun-filled and successful community event.

We ran a series of workshops demonstrating Extending Mathematical Understanding (EMU) games to parents and providing them with a 'take-home' kit to enable play with their children. These workshops were well received and parent feedback was positive and encouraging.

At the end of each year we hold a thank you supper and all parent helpers are invited to attend.
This evening gathering provides an opportunity for staff to show their appreciation for the support and help of our parent community.

Parent Association activities and parent support are acknowledged and appreciated in the school newsletter and on the school's Facebook page.

**Student**

Our student leaders were elected by their peers and teachers to have a specific role at St Joseph's Primary School. Their leadership responsibilities included organising and running the Monday morning assemblies, flag raising, special ambassadors to important events and taking on various tasks as requested by the principal and members of the leadership team.

Our Year 6 students also had a special role in showing leadership, good example and responsibility to the rest of the student population. They took this role very seriously and lived up to the high expectations asked of them.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Joseph's Primary School.

They were given a great deal of responsibility in organising masses, celebrations like Family Fun Day, carnivals and other activities. Many of our Year 6 students had vital roles in the production and staging of our school musical, *Robin and the Sherwood Hoodies*, assisting with sound, lighting, props, backdrops, cues, make-up and reception.

This year we introduced a 'Mini Vinnies' initiative that involved a significant number of our Year 5 students. They used their lunch breaks to meet. These students and their teacher initiated a peer mediation program whereby the students trained in peer mediation techniques and made these available to students throughout the school. This program was consistently supported and supervised by staff and proved successful for all involved. The 'Mini Vinnies' group will continue through next year.
Who we are

History of the school

The Sisters of St Joseph founded St Joseph's Primary School in 1963 as a second parish school for the parish of Penrith. The Kingswood community built a 'church/school' which was used as classrooms during the week and as a church on Sundays. The Sisters of St Joseph administered and taught in the school until 1981. The first lay principal was appointed in 1982.

Over the years, demountable buildings housed the classes, allowing the original space to serve as a church throughout the week as well as Sundays. Permanent buildings increasingly replaced demountables, and today the only remaining demountable building houses the Out of School Hours Care (OOSHC).

In 2013, we celebrated our 50th Jubilee as a school. Our Family Fun Day brought current and past community members together. Owing to the success of this day in previous years we held another Family Fun Day in 2016, inviting all members of our Catholic community. It is envisioned that this will become an annual tradition for St Joseph's Primary School. The Family Fun Day tradition was continued this year, again commencing with the parish mass at 10 am, promoting our Catholic community. Open classrooms were well attended and student performances enjoyed by the families.

St Joseph's Primary School serves the Catholic Parish of Kingswood, which was established in 1970. The school supports the parish in its mission of evangelisation.

Location/drawing area

St Joseph's Primary School is located in Kingswood, which is between the large city centres of Penrith and St Marys. The school draws on students from an area bounded by Orchard Hills in the south; north to Berkshire Park; from Werrington and Claremont Meadows in the east; to Kingswood Park and Lemongrove in the west. Within this area are the suburbs of Cambridge Park, Werrington County, Werrington Downs, Llandilo, Jordan Springs, Kingswood and Kingswood South. As the Jordan Spring housing development continues to grow, more families are becoming established in the local area.

While St Joseph's Primary School Kingswood draws mainly on the local parish for enrolments, we are an inclusive school and accommodate all applications where possible.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>20</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>1</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>93.54</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>62</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

Students participated in a wide variety of faith experiences throughout 2016 including assembly prayer, liturgies and mass. Our parish priest attended many liturgies, conducted mass and led prayer at parent gatherings.

Each Monday at the school assembly, different grades shared prayer with the entire school. The gospel from the previous Sunday was also shared and reflected upon by our parish priest. This reflection focused on drawing student attention to the message of the Scripture and its application to the daily lives of students (and staff).

Feast days are celebrated through whole-school gatherings for prayer or mass. These include Ash Wednesday, Holy Week, The Annunciation, Pentecost, St Joseph's Day and Christmas.

This year our school and church celebrated Family Fun Day and Grandparents Day. This celebration began with the 10 am parish mass and culminated in a day of festivities throughout the school. Classrooms were open with power point displays on interactive whiteboards (IWBs) depicting classroom teaching and learning. Students performed a number of items for visitors. There was a barbecue, face painting, cake stall and book fair.

ANZAC Day and Remembrance Day were acknowledged through prayer and a flag ceremony. For the 100th anniversary of ANZAC we built a memorial garden featuring a plaque mounted in a sandstone slab. The prayer service was attended by local veterans, state and federal members of parliament and our director of system performance.

Each year students from Year 6 and members of our school band combine together to entertain residents from Our Lady of Consolation Nursing Home, Rooty Hill. This has proven to be an amazing faith experience for our students who receive much more than they provide in entertainment.

Social Justice

The Social Justice program allowed students to live their faith in a practical way, through supporting causes such as: Project Compassion, St Vincent de Paul appeals, Catholic Mission, and Caritas.

In 2016 a significant number of students joined our 'Mini Vinnies' group. This group of approximately twenty students met every week and supported social justice programs within the school. The students presented at assembly and made classroom visits reminding students of the importance of contributing.

School home and parish partnerships

We held a number of events that developed parent/school and parish partnership. Our 'Meet the Teacher' evening incorporated a light supper. It was well-attended and gave families an opportunity to meet our parish priest. He introduced himself to the families, led the prayer for the evening and issued an open invitation to masses and personal meetings.

The Kindergarten orientation evening allowed new families to meet and network. Our parish priest attended to discuss the role of the parish in our school life and to welcome our new families to our community.

There were multiple opportunities for our parents to participate in school life and support their children. Parent helpers were always welcome; parents were invited to assembly every Monday; and the parent association met regularly and always welcomes new members. All sporting events involve support from our parents in order to run successfully.

This year we have worked closely with uTurn, the parish-based youth group of Kingswood. We provided financial support for the venture and members of uTurn and their group leaders attended school each Wednesday afternoon. These sessions have proved a valuable link between our parish, school and community. A significant number of students have joined the Wednesday afternoon parish youth group as a result of our interaction with the uTurn team.
Religious Education

The school followed the Parramatta Diocesan curriculum, *Sharing Our Story*, reflecting on life experiences, examining Scripture and doctrine of the church, and celebrating our relationship with each other and our God. Whilst these documents provided a sample pathway we promoted and encouraged our staff to design their own pathway, relevant to the children they were teaching. All students participated in one hundred and fifty minutes of Religious Education lessons each week. These lessons were held across four days and throughout 2016 we focused on the Scriptures, their continuing significance in the 21st century and the importance of the messages they convey.

Liturgies and mass were celebrated on a regular basis. School masses were held in St Joseph’s Church and the parish priest presided over all these. This year our staff attended a 10am parish mass each term. These proved valuable in modelling our Catholic faith to students and families and evidencing the importance of celebrating the mass.

Each Monday, students participated in assembly. At this time we read and reflected upon Sunday's gospel and related this to the life experiences of the students. Daily prayer was a regular part of the school day at St Joseph's Primary School. In 2016, students in Years 4 and 6 participated in the Diocesan Religious Literacy Assessment.

Religious Education was integral to the whole-school curriculum as it underpins the values and attitudes of all our teaching and learning.

Professional Learning of staff in Religious Education

Staff have been involved in Professional Learning with Teacher Educators from the Catholic Education Office, Diocese of Parramatta (CEDP).
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
<td>95</td>
</tr>
</tbody>
</table>

Two thousand and sixteen NAPLAN data showed positive results in our Year 3 cohort. In writing, reading and grammar and punctuation student results were positive. Trend data indicated a significant incline in this area. Spelling was identified as an area for improvement and we will be addressing this as part of our continuing focus on writing. Numeracy data in Year 3 showed a
substantial improvement with the Year 3 cohort compared to previous years.

Our Year 5 cohort showed upward growth trends for students in Literacy, with particularly stronger results in writing compared to previous years.

Individual learning plans were devised by class and specialist teachers for all students with results falling into the bottom two bands. These plans incorporated a short term goal for term 4 of 2016. Long term goals will be reviewed and strategies revised in 2017.

School curriculum

Our school curriculum was consistently differentiated to meet the needs of our students. In 2016 we trained one of our reading recovery teachers in the Literacy Lessons (L2) Intervention program, providing targeted support for our Year 2 students vulnerable in reading. Our two reading recovery teachers provided reading recovery intervention for six students per day. Focus 160 literacy structures have been embedded from Kindergarten to Year 6, ensuring that all vulnerable students participated in guided reading at least three times per week. The reading and comprehension data wall tracked the progress of students in terms of their progress across the twelve clusters detailed in the Department of Education and Communities (DEC) literacy continuum. This year we introduced an electronic data wall tracking student progress in writing. Student tags were hyper-linked to writing samples from student evernote portfolios.

We continued using Extending Mathematical Understanding (EMU) strategies during the numeracy block. All grades have a similarly structured numeracy block in order to meet the success criteria of Focus 160 Literacy and Numeracy program. In 2016 our specialist teachers worked with two groups in Year 1 and groups in Years 3, 4 and 5. All groups targeted vulnerable students on a daily basis. Our Mathematics data wall indicated the growth point achieved by each student in each domain of the Mathematics Assessment Interview (MAI) and provided an immediate 'snapshot' of progress across the school.

We continued to incorporate the Kidsmatter and Bounceback teaching strategies into Personal Development and Health. Our Creative Arts program provided specialist music instruction to all students from Kindergarten to Year 6. The Drama Literacy program focused on strengthening comprehension through oral language and drama activities. Our school musical was extremely successful and we will be holding another musical in 2017.

Initiatives to promote respect and responsibility

We continue to promote and teach the Safe, Thoughtful and Responsible Students program (STaRS). This philosophy permeated all aspects of student life at school.

This was promoted through:
- STaR expectations displayed in all learning areas
- the Positive Behaviour School (PBS) student management system which asked students to reflect on their behaviour in light of the STaR expectations
- Catholic teaching and experience of Catholic community emphasising active community service
- student leadership within the school including student leaders and buddies
- the KidsMatter framework and Bounce Back where strategies were embedded and explicitly taught as part of the Personal Development, Health curriculum
- Family Fun Day - celebrated throughout one Sunday where students performed items for their families and guests, participated in school tours and activities including a barbecue lunch and cake stall
- weekly school assemblies where student achievements were celebrated
- term awards for achievement both in the academic and social domains
- the Mary MacKillop awards acknowledging service to the school community
- whole-school celebration of Year 6 Farewell and Thanksgiving with liturgy and awards
Professional Learning

This year our staff continued to benefit from the expertise of our numeracy teacher educator. Both our teacher educator and lead teacher worked in-situ with teachers from Kindergarten to Year 6, refining the structures and procedures of the Focus 160 literacy success criteria.

Our Year 5 teachers attended a series of professional learning days to enhance their expertise in the continuing implementation of the iLearn project through its third year.

All staff participated in multiple professional development days discussing best practice in literacy and numeracy.

All staff participated in a professional learning day on formation.
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop student knowledge and understanding of the Catholic faith (God/Jesus/Sacraments/church) through Scripture - evidenced by an improvement in classroom assessment and 10%-15% improvement in Religious Literacy Assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Religious Literacy Assessment (RLA) data and classroom assessment were used to determine the focus on Scripture and its application to knowledge and understanding of our Catholic faith.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | The students:  
- developed an understanding of the elements within each of the three levels of Scripture interpretation  
- built a word wall to support their literal understanding of the Scripture passage  
- built a mind map to show connections between the Scripture and relevant areas of the Catholic faith, such as Jesus, church, Sacraments  
- engaged with, and used, the understanding of what Mercy looked like in their daily life  
- shared personal responses to the Scripture passages being studied |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would achieve expected growth in comprehension - evidenced by 90% of all students reaching benchmark with at least 25% of these attaining a minimum of one cluster above benchmark as indicated on the comprehension strand of the Department of Education (DEC) literacy continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>NAPLAN, Progressive Achievement Tests in Reading (PAT-R), Early Years Assessment (EYA) and class assessment data, demonstrated consistent vulnerability in comprehension, particularly with interpretation of visual images. This goal provided students with the opportunity to apply learned skills in composition. Amalgamation of current data identified approximately 21% of students were vulnerable in reading comprehension with a further 65% meeting expected benchmarks and 14% working beyond these.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>The students:  ■ participated in whole-class and small group discussion, specifically addressing devices/techniques evident in the readers circle/guided reading/shared text  ■ constructed a literacy wall/display, building a bank of taught techniques/devices for easy referencing  ■ completed response activities evidencing improved comprehension  ■ enhanced their own compositions by incorporating the techniques/devices into their own responses</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>That all students would demonstrate accelerated growth in place value so that at least 90% of students reached expected ‘on the way’ mid-year growth points with 10% reaching ‘beyond’ growth</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Reason for priority 3</td>
<td>Estimated growth point data at the end of 2015 and tracking data indicated students, particularly in Years 2 to 6, had a high level of vulnerability in place value.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | The students:  
- articulated place value of digits when engaging in warm ups across the number domains  
- used the number triad - manipulating pop-sticks, Multiple Attribute Blocks (MAB) and digit cards  
- articulated the place value of digits when engaging in challenging tasks across all strands  
- visualised a quantity and described more and less  
- recorded their understanding of place value in a variety of ways  
- reasoned the position of a number on an empty number line using their place value knowledge |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will improve their Catholic Religious Knowledge through Scripture with a focus on prayer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>We realise that both Scripture and prayer bring to life our Catholic faith. We recognise a deep understanding of Scripture allows for a rich prayer life and celebration of our Catholic faith.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
- a variety of scaffolded and supported pre-and post assessment tasks  
- understanding, interpreting and responding to Scripture through the three senses  
- participating in a variety of listening, reading, speaking and writing activities pertaining to a reading of Scripture  
- building a word wall to support their literal understanding of the Scripture passage and use the words in their responses |
| Priority 2 | All students’ writing will be purposeful, reflecting an increased and richer vocabulary measured by English syllabus student outcomes. |
| **Reason for Priority 2** | This goal recognises that in the NAPLAN writing domain there is:  
- an increase of students in the bottom three bands for Years 3 and 5  
- a reduced number of students in the top three bands  
- in the last three years no students in band 9 (Year 7) |
| **Steps to be taken to achieve Priority 2** | We will engage daily in the process of quality writing through:  
- understanding that before writing we must talk and embody the language  
- an awareness of new vocabulary and how that can be used in their writing  
- writing purposefully everyday  
- expressing the concept that “We think, we talk, we plan, we write and we share”  
- connecting to lesson/s learning intentions and success criteria through receiving and giving descriptive and explicit feedback/feedforward from teacher and peers |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students will have growth in number. This growth will be measured according to MAI and NAPLAN data and Syllabus outcomes. Vulnerable students will have individual assistance. There will be a decrease in the number of students in the bottom two bands of NAPLAN and an increase in the number of students in the top two bands.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Our NAPLAN data shows that 48.6% of students in Year 5 did not achieve expected growth in Numeracy. In Year 7 35.9% of students did not achieve expected growth. Our trend data in Years 3 and 5 show a significant decrease in number, patterns and algebra.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will be engaged in purposeful learning, higher order mathematical thinking and mathematical reasoning strategies that they are able to share verbally with their peers, teacher and others.  
Students will use manipulatives and mathematical language to explain their thinking to peers. There will be purposeful student-student, student-teacher conversations about tasks.  
Students will refer to their learning using the learning intention and success criteria. |
Community Satisfaction

Parent satisfaction

Quality Catholic Schools (QCS) data showed parents genuinely valued the Catholic culture of our school and recognised significant parish involvement. Parents acknowledged the improved behaviour of students and appreciated the compassion of the staff.

Parents also rated the learning focus of the school and student behaviour as areas that have improved, with student safety and their connectedness to school retaining their highly satisfactory status.

The parent body continued to acknowledge and appreciate the extra-curricular activities available to all students. QCS data showed parents genuinely valued the Catholic culture of our school and recognised significant parish involvement. Parents acknowledged the improved behaviour of students and appreciated the compassion of the staff.

Parents also rated the learning focus of the school and student behaviour as areas that have improved, with student safety and their connectedness to school retaining their highly satisfactory status.

The parent body continued to acknowledge and appreciate the extra-curricular activities available to all students.

Student satisfaction

Our students indicated a high level of satisfaction with the Catholic culture of the school. The importance of the Catholic culture was highly rated and parish involvement and social justice programs were identified as important and well addressed.

Students expressed a high level of satisfaction with the stimulating learning experiences in their classrooms. They also indicated a satisfactory level of student motivation. Student connectedness to school showed improvement from the previous QCS data.

Teacher satisfaction

QCS data for teacher satisfaction showed a high level of satisfaction with teacher professional learning and feedback and recognition. Our focus has been on providing meaningful professional learning and staff contributed their ideas as to what professional learning would be the most valuable. Program supervision meetings provided the opportunity for specific and explicit feedback and recognition to teachers. Teacher satisfaction with curriculum processes was highly rated and reflective of the improved clarity around program expectations and professional learning of NSW syllabuses. Staff recognised and indicated high levels of satisfaction with the school improvement focus.
Student Profile

Enrolment Policy

St Joseph’s Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>140</td>
<td>126</td>
<td>266</td>
</tr>
<tr>
<td>2015</td>
<td>165</td>
<td>142</td>
<td>307</td>
</tr>
<tr>
<td>2016</td>
<td>161</td>
<td>139</td>
<td>300</td>
</tr>
</tbody>
</table>

Student enrolment continues to remain steady as the school maintains a good reputation within the local community.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93</td>
</tr>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>91</td>
</tr>
<tr>
<td>Year 5</td>
<td>92</td>
</tr>
<tr>
<td>Year 6</td>
<td>91</td>
</tr>
<tr>
<td>School Average</td>
<td>92</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>110</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>13</td>
</tr>
<tr>
<td>Indigenous</td>
<td>17</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

At St Joseph’s Primary School we established and maintained a positive ethos focusing and building on student strengths.

We affirmed teachers as they recognised and acknowledged positive student behaviour and learning. Written feedback on tasks identified achievement and encouraged appropriate improvement. This fostered an optimistic school environment conducive to student learning and appropriate social behaviours.

In order to help students, teachers and relief teachers, the school expectations centred on STaRS were displayed prominently in all classrooms. Class teachers were requested to teach and maintain these expectations.

In order to assist student comprehension the teacher, in collaboration with the class, could add sub-headings that were appropriate to the age, stage and make up of the class.

To ensure the safety of students and staff we had a zero tolerance for any unwelcome physical contact. Students exhibiting physical behaviours lost their playtime under the supervision of a leadership team member. On any occasion where physical behaviour escalated to a violent incident towards staff or students, Catholic Education, Diocese of Parramatta (CEDP) procedures were followed.

Where procedural guidelines proved to be ineffective for individual students and inappropriate behaviour persisted, parents would be contacted to collaboratively design an individual behaviour plan for their child. Where intensive support was required the CEDP Intensive Behaviour Support team would be contacted. Behavioural specialists provided expertise in supporting the needs of the individual student.

The college website has information for parent/carers pertaining to pastoral care guidelines and anti-bullying policies of the school and this information is also communicated to all students.

There has been no change in this policy in 2016.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the policy is available from the office or is available on the CEDP website http://www.parra.catholic.edu.au.

We believe that:

- every student has the right to learn and feel safe, secure, valued and respected
- families and teachers work together in partnership
- all members of our school community are expected to demonstrate responsible behaviour at all times
- every member of our school community has the right to feel safe and secure
- all members of our school community will treat each other with courtesy and respect
- we must follow clear guidelines available to all members of the school community on how to deal with all aspects of complaints or grievances.

Complaints will be addressed professionally, competently and in a timely manner, applying principles of natural justice, procedural fairness and confidentiality, and ideally will be resolved closest to the source of the complaint.

There has been no change in this policy in 2016.
Section Eleven: Financial Statement

<table>
<thead>
<tr>
<th><strong>RECURRENT and CAPITAL INCOME</strong></th>
<th><strong>RECURRENT and CAPITAL EXPENDITURE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$2,864,895</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$913,431</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$568,379</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$11,884</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,358,589</strong></td>
</tr>
<tr>
<td><strong>Capital Expenditure⁶</strong></td>
<td><strong>$154,664</strong></td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td><strong>$3,240,864</strong></td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td><strong>$1,037,429</strong></td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,432,957</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.