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 2017 and gives information about the 2018 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 2017 Annual School Report for St Joseph's Primary School.

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

A highly professional and dedicated staff supports students in Learning Without Limits, our school motto. Learning spaces are contemporary and learning experiences are focused on meeting the individual needs of each student. Students are at the centre of everything at St Joseph's Primary School.

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
- 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
- value the worth of every individual and celebrate their successes
- encourage staff and students in Learning WithoutLimits

At St Joseph's Primary School we are beginning to refurbish the learning spaces to ensure the best possible learning outcomes can be achieved for each child. Instructional leaders support staff to reflect on and improve their teaching practice continually. Positive Behaviour Support for Learning (PBS4L) and high expectations ensure a safe, caring, friendly environment in which students feel valued and can identify the gifts they bring to the school community.

Parent

Parents are an essential part of our students' faith at school and home. The school has a welcoming environment where parents are valued as an important part of the planning and learning within our school.

In 2017 they were encouraged to be involved with their child's learning. The Parent Association was committed to the ongoing growth of the school as a whole and a small group of parents regularly assisted with sport, classroom activities, excursions and fundraising to improve the school in whatever area needed.

Parents were welcome at all liturgical and community celebrations. A significant number of parents joined in our book week celebrations, Grandparents Day and Catholic School's Week activities.

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 the year we held a thank you afternoon tea and all parent helpers were invited to attend. This afternoon gathering provided an opportunity for staff to show their appreciation for the support and help of our parent community.

Parent Association activities and parent support were 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.

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.

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 2018.

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.
Who we are

History of the school

The St Joseph’s Primary School. Kingswood. began when 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 community worked hard to raise funds to build the school. Fetes, car rallies, working bees, fashion parades, cake stalls, walkathons, dances, ‘Chicken and Champagne’ nights, progressive dinners and much more were the many events held to support the growing school.

The school began with 225 students from Kindergarten to Year 5. There were 77 Kindergarten and Year 1 students in the first year's class.

In 1970, St Joseph’s Primary School became a parish in its own right. Enrolments were 269 students in Years Kindergarten to 4. Years 5 and 6 students went to either St Nicholas of Myra at Penrith or St Dominics. The newly appointed Parish Priest at the time was appalled at the state of the classrooms so began to work with the Catholic building and Finance Commission to alter the situation.

In 1972, four new classrooms were built which enabled the school to accommodate Years 5 and 6. At this stage the school had an enrolment of 314. The beginning of 1973 saw the opening of 10 new demountable classrooms, a staffroom and a school office. Total enrolments increased to 385.

In 1976, the school was provided an additional grant for further additions in order to accommodate an enrolment of 400 students. In 1978, a three-roomed brick Kindergarten with toilets was constructed. By 1980, the student population was 652 students, and a Years 5 and 6 building became the newest addition.

The sisters of St Joseph continued to administer and teach in the school until 1981. In 1982 the first lay principal was appointed. Permanent buildings increasingly replaced demountables.

The school is currently undergoing extensive refurbishment.

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>26</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>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>5</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>1</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>75</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Students participated in a wide variety of faith experiences throughout 2017 including assembly prayer, liturgies and mass. Our parish priest attended many liturgies, celebrated mass and led prayer at parent gatherings. We were blessed by the fact that each morning, one of our three priests, visited a class to lead them in morning prayer.

At Friday assemblies the gospel from the upcoming Sunday was also shared and reflected upon by our parish priest or a member of staff. This reflection focused on drawing student attention to the message of the Scripture and its application to the daily lives of students, staff and parents.

Feast days were celebrated through whole-school gatherings for prayer or mass. These included Ash Wednesday, St Joseph’s Feast Day, Holy Week, Feast of the Sacred Heart, Feast of St Mary of the Cross Mackillop, Feast of The Assumption, All Saints Day, and Christmas. ANZAC Day and Remembrance Day were acknowledged through prayer and a flag ceremony. Year 6 students represented the school at the Combined School ANZAC Day ceremony organised by Penrith Returned Services League, Australia (RSL).

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 2017 a number of students gathered for our Mini Vinnies group. The key activity organised by the group was a Pyjama Day to raise funds for the homeless. The students presented at assembly and made classroom visits, reminding students of the importance of contributing. The funds raised were donated to the St Joseph’s conference of the St Vincent de Paul Society.

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 and parents were invited to assemblies on Fridays. All sporting events involved support from our parents in order to run successfully.

In 2017 we continued to work with U-Turn, the parish-based youth group of Kingswood. We provided financial support for the venture and members of U-Turn and their group leaders attended school each Wednesday afternoon. These sessions proved a valuable link between our parish, school and community.

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 a minimum of one hundred and fifty minutes of Religious Education lessons each week. The overarching goal for Religious Education for 2017 was for the students to gain a deeper understanding of Scripture and its connection to prayer. 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. Each morning one of the three priests visited the school to lead a class in prayer.
At Friday assemblies we read and reflected upon the upcoming Sunday 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 2017, 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). In addition, staff professional learning meetings were conducted each term focusing on the use of prayer and Scripture in the classroom. Focused time was provided for the Religious Education coordinator (REC) to work with class teachers in the planning of upcoming units. A staff development day was held in term 3 at Mt Schoenstatt Spirituality Centre. The aim of the day was a chance for guided personal reflection and the wellbeing that enhances our teaching.
Learning and Teaching

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 2017. 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 2017</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>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>89</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>86</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

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<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>91</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
<td>95</td>
</tr>
</tbody>
</table>

Students in Year 3 demonstrated that they were predominately above the national minimum standards in writing and Numeracy with only a small percentage of students not reaching the national benchmark in reading. The children were able to write a persuasive text and use basic spelling strategies. More complex strategies will be addressed along with locating directly stated...
information and understanding precise vocabulary in the teaching and learning program going forward.

Students in Year 5 demonstrated improvement in reading and Numeracy. The children were able to locate directly stated information in a text. Using and understanding precise vocabulary was highlighted also in the Year 5 data as an area of focus for 2018. The children were able to write a well-structured persuasive text.

Numeracy has demonstrated improvement in the results of the children in the lower bands. The data suggests that student performance in the higher bands needs to be extended. In Mathematics priorities have been developed for Kindergarten to Year 6. The focus of this is to develop and enrich student numeracy knowledge and understanding. This will be achieved by supporting students in multiplicative thinking and reasoning and applying the skills and understandings through purposeful tasks during daily one-hour numeracy blocks.

School curriculum

Our school curriculum has continued to differentiate to meet the needs of our students. In 2017 we trained one teacher in the Reading Recovery program and supported the professional development of a second teacher. This program provided targeted one-to-one support for the at risk children in Year 1. Reading Recovery provided reading intervention for eight children a day. We developed staff understandings around the Focus 160 literacy block and vulnerable students have participated in guided reading and writing three times a week. The R3 program supported the children in Year 6 with their reading comprehension strategies. We have continued to use the Extending Mathematical Understanding strategies during the numeracy block. In 2017 we trained an Extending Mathematical Understanding (EMU) specialist teacher and continued to use the skills of the existing trained teacher. They worked with one group each in Year 1 and targeted the vulnerable students on a daily basis.

Our Creative Arts program again provided specialist music instruction to all children from Kindergarten to Year 6. The Drama Literacy program continued its focus on building teacher capacity to strengthen comprehension through oral language and drama activities.

Initiatives to promote respect and responsibility

Positive Behaviour Support for Learning (PBS4L) has been introduced this year. The key principles of: *I am safe, I am respectful* and *I am a learner* have been explored by staff and students.

Professional Learning

Professional learning undertaken by staff in 2017 included:

- Mathematics Assessment Interview (MAI) training for numeracy
- individual plans for special learning needs students (Canberra modules)
- creating a balanced literacy block
- Guided Reading and Readers' Circle
- running records and miscue analysis
- the numeracy block and creation of rich tasks
- Positive Behaviour Support 4 Learning
- Religious Education teaching - Scripture/word walls
- child protection training
- Religious Education Wellbeing and Spirituality Day
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That students would gain a deeper understanding of Scripture and its connection to prayer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>We realised that both Scripture and prayer brought to life our Catholic faith. We recognised a deep understanding of Scripture allowed for a rich prayer life and celebration of our Catholic faith.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 1</td>
<td>Teachers gained a deeper understanding and interpretation of Scripture using the senses of scripture to enhance classroom practice. Teachers developed reflective practice and specificity of teaching using learning intentions and success criteria. Teachers gained a deeper understanding and interpretation of Scripture using the senses of scripture to enhance classroom practice.</td>
</tr>
<tr>
<td>Status of priority 1</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students’ writing would reflect an increased and richer vocabulary, measured by syllabus student outcomes</th>
</tr>
</thead>
</table>
| Reason for priority 2 | This goal recognised that in the NAPLAN writing domain there was:  
- 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 taken to achieve priority 2 | We provided rich learning opportunities to explore vocabulary across all curriculum through:  
- developing frameworks and scaffolds  
- building the concept that before writing we must talk and embody the language (eg building of plans)  
- establishing the process across the school: we think, we talk, we plan, we write and we share  
- addressing shared instructional focuses with agreed practices named |
<p>| Status of priority 2 | Ongoing |</p>
<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 growth. 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 taken to achieve priority 3 | Teachers developed a deeper understanding of Mathematics through:  
- understanding of growth points and how they link to syllabus outcomes and content  
- administration and analysis of MAI, rationale of timing and purpose of MAI, exploring validity of the assessment tool  
- teachers implementing a numeracy block based on Focus 160 success criteria  
- warm up rich task reflection |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will increase their knowledge and understanding of Christian life as fostered by St Joseph and St Mary of the Cross MacKillop, evidenced by pre and post testing and Religious Literacy Assessment (RLA) data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>The school as a whole needs to refocus on the mission of Jesus and what it means to be a Christian. We need to develop in the students an understanding that being a Christian calls them to action, to reach out to others. Being a Josephite school, the charism of St Mary of the Cross MacKillop and St Joseph are an ideal vehicle to improve, not only their own lives, but the lives of those around them.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | We will:  
- identify the actions we are called to in the Scripture passages used in Religious Education (RE) lessons  
- use Scripture passages that include St Joseph where possible  
- learn more about St Joseph and Mary MacKillop through professional learning run by the Religious Education coordinator (REC)  
- study Scripture closely, ensuring students have an understanding of the call to Christian life that is identified in the Scripture taught  
- participate in a staff development day on Mary MacKillop |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will demonstrate a growth in reading comprehension, as evidenced by: students not yet reading independently in Kindergarten to Year 2 (K-2) and in Years 3 to 6 will have a self correction rate of 1:3. Also that Years 2 to 6 will see an increase in the number of students in stanines 7 to 9 in Progressive Achievement Tests in Reading (PAT-R) Running Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>The number of students in the top three stanines (PAT-R) in 2017 were: 17% in Year 2, 27% in Year 3, 27% in Year 4, 12% in Year 5, 28% in Year 6. Therefore we will continue to target reading instruction in 2018, with a focus on critical literacy. Data analysis indicates the self-correction rate for all students remains an issue with 48% of Kindergarten and 30% of Year 1 students vulnerable in reading. In Year 3 18% and Year 5 15% of students were in the bottom two bands for reading in NAPLAN.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | These include:  
- Teachers will analyse term 4 PAT-R and Early Years Assessment (EYA) data to identify student needs.  
- Teachers will make connections, analysing EYA/PAT-R data to plan for learning.  
- Teachers will use the literacy learning progressions to inform literacy learning, aligned to the English syllabus.  
- Learning intentions will be constructed from the syllabus.  
- Teachers will use success criteria to provide quality, systematic feedback to individual students, both oral and written. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students will demonstrate a growth in number, as evidenced by: Years 2 to 6 - an increase in students' individual scaled scores in Progressive Achievement Tests in Mathematics (PAT-M), Mathematics Assessment Interview (MAI), learning progressions, and NAPLAN.</th>
</tr>
</thead>
</table>
| Reason for Priority 3 | In Year 5 (77.4%) and Year 7 (40%) students achieved less than expected growth.  
In Year 3 (10%) and Year 5 (27%) of students were in the bottom two bands for Numeracy in NAPLAN.  
In Year 3 (34%) and Year 5 (9%) of students were in the top two bands for Numeracy in NAPLAN. |
| Steps to be taken to achieve Priority 3 | We will:  
- provide professional learning for teachers to understand and apply MAI data as a valuable teaching tool, which will enable them to meet the individual needs of their students  
- allocate an early staff meeting to develop agreed practices that will underpin numeracy assessment practices across each Year  
- establish a data wall  
- enable instructional leaders to work alongside teachers to ensure quality embedded practices |
Community Satisfaction

Parent satisfaction
The Quality Catholic Schooling (QCS) project provides data from students, staff and parents about:

- cultural behaviour
- relationships
- learning community.

This enabled the Catholic Education, Diocese of Parramatta (CEDP) to refine our system support focus and provide additional data to assist schools to focus improvement efforts in ways that built on our successes to date. It was a strategic response by our school system to the ongoing need for quality data about our work.

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.

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 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>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>
<tr>
<td>2017</td>
<td>147</td>
<td>141</td>
<td>288</td>
</tr>
</tbody>
</table>

The number of students in the school decreased owing to families deciding to leave at the end of 2016 because of the instability of leadership. New leadership commenced at the beginning of 2017.

Many families chose to leave during the school year owing to higher expectations about behaviour and learning. They found it difficult to accept these expectations and chose to find alternate enrolment.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>91</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
</tr>
<tr>
<td>School Average</td>
<td>93</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

| Language background other than English (LBOTE) | 53 |
| Students with disabilities (SWD)              | 15 |
| Indigenous                                    | 13 |

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. The PBS4L framework was introduced in 2017 with a launch planned for February, 2018. Students have been taught about expectations for a safe, respectful learner.

'Gotchas' have been a very important part of the positive reinforcement of this framework.

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.

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 and were supervised by 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 design in collaboration with the school 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 school 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.

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 were no changes to this policy in 2017.
Section Eleven: Financial Statement

### Income

- **Commonwealth (65%)**
- **Capital (0%)**
- **State (23.7%)**
- **Fees (11.1%)**
- **Other (0.2%)**

### Expenditure

- **Capital (9.8%)**
- **Salary (70%)**
- **Non-Salary (20.2%)**

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,812,026</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,024,615</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$480,618</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$10,725</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,327,984</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$454,663</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,253,607</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$939,558</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,647,828</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.