

2015 ANNUAL SCHOOL REPORT



St Joseph's Primary School, Kingswood

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Joseph's Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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 2015 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.

Parents are invited to the Monday morning assembly and enjoy a 'cuppa' afterwards. Parents are 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. This year 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 invite 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 are elected by their peers and teachers to have a specific role at St Joseph's Primary School. Their leadership responsibilities include 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 have a special role in showing leadership, good example and responsibility to the rest of the student population. They take this role very seriously and live 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 are 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 2013 we held another Family Fun Day in 2014, 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

Category	Number of Staff
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	23
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	0
Number of teachers accredited to teach Religious Education	21
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	6
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.12
Percentage of 2015 teaching staff who were retained from 2014	78

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Students participated in a wide variety of faith experiences throughout 2015 including assembly prayer, liturgies and mass. Our parish priest attended many liturgies, conducts 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 senior staff. 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. This event is coordinated by the Catholic Women's League of Kingswood. They are disbanding at the conclusion of this year but we will continue to run this outreach event at a school level and the ladies of the league are keen to continue.

Social Justice

The Social Justice program allows 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.

This year 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. Last year they coordinated fundraising efforts for Madagascar. The students presented at assembly and made classroom visits reminding students of the importance of contributing. We reached our goal of more than \$900 to build a village well in Madagascar. The student ownership of this social justice issue impacted significantly on the student body as the 'Mini Vinnies' group adeptly highlighted the privileges that Australian families accept as the norm.

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

Our school has hosted Parish Deanery meetings that have been led by the bishop. This has allowed our parish priest the opportunity to develop closer connections with our school.

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 for the final session. 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 follows the Parramatta Diocesan curriculum, *Sharing Our Story*, reflecting on life experience, examining Scripture and doctrine of the church, and celebrating our relationship with each other and our God. Whilst these documents provide a sample pathway we promote and encourage our staff to design their own pathway, relevant to the children they are teaching. All students participate in one hundred and fifty minutes of Religious Education lessons each week. These lessons are held across four days and throughout 2015 we have focused on the Scriptures, their continuing significance in the 21st century and the importance of the messages they convey.

Liturgies and mass are celebrated on a regular basis. School masses are held in St Joseph's Church and the parish priest presides over all these. This year our staff attended a 10 am 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 participate in assembly. At this time we read and reflect upon Sunday's gospel and relate this to the life experiences of the students. Daily prayer is a regular part of the school day at St Joseph's Primary School. In 2015, students in Years 4 and 6 participated in the Diocesan Religious Literacy Assessment. Religious Education is 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

In 2015, our focus for professional learning in Religious Education has been based on developing staff knowledge of the Scriptures and how to effectively embed these in Religious Education lessons. In term 2 our Staff Development Day was held off site and dedicated to Religious Education. Our parish priest facilitated one of our sessions whilst a Catholic Education, Diocese of Parramatta (CEDP) teacher educator worked collaboratively with our acting Religious Education coordinator. Staff worked in small groups to identify and analyse Scripture from their term 2 *Sharing our Story* units and Scripture scope and sequences were developed.

This professional learning was consolidated at subsequent staff meetings (at least two per term) dedicated to Religious Education. Staff prayer each Friday was Scripture-based in order to increase staff familiarity and confidence in effectively incorporating Scriptures into daily prayer experiences.

Our implementation plan for 2015 addressed improving student knowledge of Scriptures. We will continue this in our implementation plan for 2016 and staff professional learning will be ongoing.

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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	98	94	76	73
	Literacy	100	95	69	72
	Reading	95	95	76	71
	Writing	100	96	93	76
	Spelling	88	93	62	65
	Numeracy	98	94	76	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	89	93	61	61
	Literacy	98	93	62	57
	Reading	96	93	56	58
	Writing	98	92	70	52
	Spelling	96	93	59	61
	Numeracy	100	95	50	56

This year's NAPLAN data showed positive results in our Year 3 cohort. In writing, student results were significantly above the state and national average. Trend data indicates a significant incline. Reading data in Year 3 showed marked improvement as students continue to consolidate their

skills, achieving above the state average for the first time. Spelling is 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 averaging significantly higher than the state and national average.

Our Year 5 cohort showed significant upward growth trends for students in Literacy, with particularly strong results in writing, achieving results significantly above the state and Catholic Education Commission schools. Of our Year 5 cohort, 66.7% met or exceeded expected growth compared with the state average of 33.3%. In reading, our Year 5 cohort enjoyed a growth rate average of 81.7 points. The state average growth in reading was 77.7 points. St Joseph's Primary School Year 5 cohort showed improvement in Numeracy, with 64.3% of students meeting or exceeding their projected growth points. The school cohort growth averaged 102.6 whilst the state average was 94.1.

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 2015. Long term goals will be reviewed and strategies revised in 2016.

School curriculum

Our school curriculum is consistently differentiated to meet the needs of our students. This year 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 provide reading recovery intervention for 6 students per day. Focus 160 literacy structures have been embedded from Kindergarten to Year 6, ensuring that all vulnerable students participate in guided reading at least three times per week. The reading and comprehension data wall tracks 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 are 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 meeting the success criteria of Focus 160 as detailed on Oscar. In 2015 our specialist teachers worked with two groups in Year 1 and groups in Years 3, 4 and 5. All groups target vulnerable students on a daily basis. Our Mathematics data wall indicates the growth point achieved by each student in each domain of the Mathematics Assessment Interview (MAI) and provides 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 focuses on strengthening comprehension through oral language and drama activities. Our school musical, *Robin and the Sherwood Hoodies*, was extremely successful and we will be holding another musical in 2016.

Initiatives to promote respect and responsibility

We continue to promote and teach STaRS where students are Safe, Thoughtful and Responsible Students. This acronym and philosophy permeates all aspects of student life at school.

This is promoted through:

- STaR expectations displayed in all learning areas
- the Positive Behaviour School (PBS) student management system which asks 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 are 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 are celebrated
- term awards for achievement both in the academic and social domains
- the Mary MacKillop awards acknowledging service to the school community
- weekly flag ceremony, including the national, Aboriginal and Torres Islander flags, and singing of the National Anthem
- 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 (TE). Both our TE and lead teacher (LT) 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 second year.

One of our reading recovery teachers successfully completed the training to be a L2 intervention teacher and will continue in this role next year.

All staff participated in multiple professional development days analysing and discussing the new History syllabus which was implemented in the second semester. We also commenced work on learning the Geography syllabus for implementation in 2016.

All staff participated in a professional learning day on formation.

Three staff members were successfully accredited as proficient.

One staff member completed a Master of Education in literacy education.

Annual school priorities

Priority 1	For all students to improve their understanding of the meaning of Scripture and its connections to teachings about Jesus as measured by class assessments and evidenced in student work samples and a rise in Religious Literacy Assessment (RLA) data compared with Diocesan average for Scripture and Jesus
Reason for priority 1	Religious literacy results indicated a decline in scores over the last five years in this area. An understanding of Scripture underpins knowledge in other domains of the Religious Literacy Assessment (RLA). We aimed to improve scores in all domains through the use of targeted teaching of Scripture.
Steps taken to achieve priority 1	<p>Students read, listened and responded to identified Scripture in their <i>Sharing Our Story</i> unit and established connections between chosen Scripture and God, Jesus, Sacraments, prayer and Christian living.</p> <p>We thought students would benefit from the intentional teaching of Scripture the strategies of:</p> <ul style="list-style-type: none"> ▪ word walls ▪ pyramids ▪ thinkboards ▪ mind maps/concept webs ▪ billboard <p>Teachers explicitly taught direct and inferential comprehension as a means of deepening student understanding of Scripture.</p>
Status of priority 1	Ongoing

Priority 2	For all students to demonstrate growth in their writing using the clusters of the Department of Education and Communities (DEC) writing continuum
Reason for priority 2	<p>NAPLAN analysis identified 'Language devices and choices appropriate to the genre' as an area for improvement.</p> <p>By focusing on writing, we would continue to address purpose, audience and form specifically and continue deepening our 2014 goal.</p> <p>Looking at language devices across the English block would continue to build reciprocity between the strands of reading and viewing, and writing and representing.</p>
Steps taken to achieve priority 2	<p>The teachers followed Focus 160 guidelines from Kindergarten to Year 6 (K-6).</p> <p>The teachers to ensure students were:</p> <ul style="list-style-type: none"> ▪ engaged in the writing process ▪ writing independently daily ▪ articulating purpose, audience and form ▪ identifying language devices and features in reading texts ▪ applying identified language devices to shape their writing ▪ identifying success criteria related to the learning intention ▪ producing more complex texts ▪ writing from personal experiences and emotional responses such as drama literacy
Status of priority 2	Ongoing

Priority 3	For all students to demonstrate accelerated growth in the four number domains so that at least 70% of students reached expected 'on the way' growth points
Reason for priority 3	It was considered essential for us to continue to build on student growth which was evident within growth points. MAI data showed evidence of some growth in counting and addition and subtraction. Many students, however, had remained vulnerable in place value, and multiplication and division.
Steps taken to achieve priority 3	The students were to be: <ul style="list-style-type: none"> ▪ engaged in focused warm up activities based on the data ▪ engaged in hard thinking, concrete, abstract and visualising ▪ using mathematical language with the assistance of a mathematics word wall ▪ participating in relevant, meaningful and challenging rich tasks The students were to engage with/participate in: <ul style="list-style-type: none"> ▪ number busting ▪ using concrete materials to show mathematical reasoning ▪ building the Mathematics word wall ▪ using Newman's prompts to unpack the problem ▪ explaining their thinking
Status of priority 3	Ongoing

Projected school priorities

<p>Priority 1</p>	<p>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</p>
<p>Reason for Priority 1</p>	<p>Religious Literacy Assessment data and classroom assessment has been used to determine the focus on Scripture and its application to knowledge and understanding of our Catholic faith.</p>
<p>Steps to be taken to achieve Priority 1</p>	<p>The students will:</p> <ul style="list-style-type: none"> ▪ develop an understanding of the elements within each of the three levels of Scripture interpretation ▪ build a word wall to support their literal understanding of the Scripture passage ▪ build a mind map to show connections between the Scripture and relevant areas of the Catholic faith, such as Jesus, church, Sacraments ▪ engage with/use the understanding of what Mercy looks like in their daily life ▪ share personal responses to the Scripture passages being studied

Priority 2	All students will achieve expected growth in comprehension. This will be 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 DEC Literacy Continuum.
Reason for Priority 2	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 provides students with the opportunity to apply learned skills in composition. Amalgamation of current data identified approximately 21% of students are vulnerable in reading comprehension with a further 65% meeting expected benchmarks and 14% working beyond these.
Steps to be taken to achieve Priority 2	The students will: <ul style="list-style-type: none"> ▪ participate in whole-class and small group discussion, specifically addressing devices/techniques evident in the readers circle/guided reading/shared text ▪ construct a literacy wall/display, building a bank of taught techniques/devices for easy referencing ▪ complete response activities evidencing improved comprehension ▪ enhance their own compositions by incorporating the techniques/devices into their own responses
Priority 3	All students will demonstrate accelerated growth in place value so that at least 90% of students reach expected 'on the way' mid-year growth points with 10% reaching 'beyond' growth.
Reason for Priority 3	Estimated growth point data at the end of 2015 and tracking data indicates students, particularly in Years 2 to 6, have high level of vulnerability in place value.
Steps to be taken to achieve Priority 3	The students will: <ul style="list-style-type: none"> ▪ articulate place value of digits when engaging in warm ups across the number domains ▪ use the number triad - manipulating pop-sticks, Multiple Attribute Blocks (MAB) and digit cards ▪ articulate the place value of digits when engaging in challenging tasks across all strands ▪ visualise a quantity and describe more and less ▪ record their understanding of place value in a variety of ways ▪ reason the position of a number on an empty number line using their place value knowledge

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.

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

Year	Boys	Girls	Total
2013	150	128	278
2014	140	126	266
2015	165	142	307

St Joseph's primary School enrolment increased significantly in 2015 owing to new residential development in the local area.

Student attendance rates

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

Kindergarten	90.69
Year 1	90.13
Year 2	90.3
Year 3	90.9
Year 4	91
Year 5	88.96
Year 6	91.28
School Average	90.45

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)	113
Students with disabilities (SWD)	19
Indigenous	16

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

The school's *Student Management* policy is detailed in the school's *Student Wellbeing* policy. The policy is based on the principles of a Positive Behaviour School (PBS). It promotes, through the modelled positive behaviour of students and staff: safe, thoughtful and respectful relationships.

It details safe and sustainable procedures for supporting student wellbeing. It describes the school community's behavioural expectations to support learning.

Additional to this is a flowchart detailing procedures to be followed in the cases of unacceptable student behaviour:

1. verbal/visual reminder of expectation
2. second verbal/visual reminder of expectation
3. student time-out at focus table in classroom
4. student time-out at focus table in buddy classroom
5. time-out with leadership team member in office

This sequence of steps is used only when inappropriate behaviour choices persist.

Student expectations in the classroom and on the playground have been simplified: be Safe, be Thoughtful, and Responsible Students (STaRS). Students are encouraged to follow the STaRS framework. This is displayed and articulated in each learning area. The bullying prevention policy ensures the following areas are addressed:

- The school curriculum, culture and environment is engaging, inclusive and safe.
- Expected behaviour is purposefully communicated to students by their class teachers.
- The school has a procedure for responding to bullying incidents.
- All teachers and the leadership team proactively monitor student behaviour.

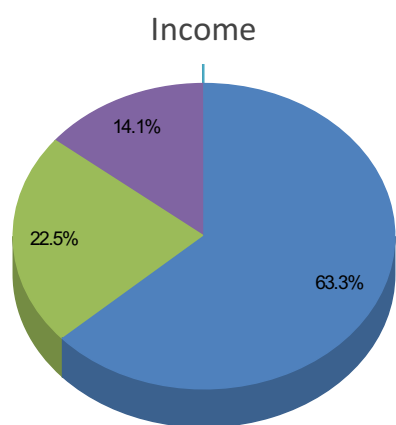
Our pastoral care statement is available on the school website. The policy was reviewed in 2015 but no other changes were made.

Complaints and grievances policy

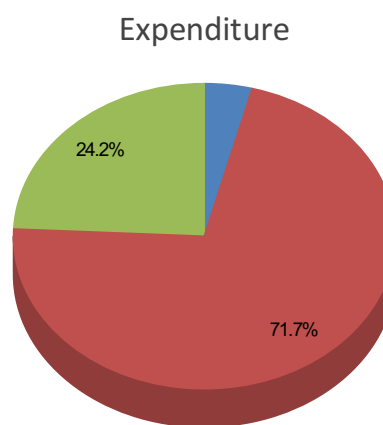
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website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

There were no changes to the policy during 2015.

Section Eleven: Financial Statement



- Commonwealth (63.3%)
- Capital (0%)
- State (22.5%)
- Fees (14.1%)
- Other (0.1%)



- Capital (4.1%)
- Salary (71.7%)
- Non-Salary (24.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,586,224
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$918,559
Fees and Private Income ⁴	\$577,610
Other Capital Income ⁵	\$3,667
Total Income	\$4,086,060

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$161,860
Salaries and Related Expenses ⁷	\$2,863,300
Non-Salary Expenses ⁸	\$968,016
Total Expenditure	\$3,993,176

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 fundraisers.
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.

