

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Joseph's Primary School

Marquet Street, MERRIWA 2329

Principal: Ashley Borg

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

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## About this report

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St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

It is with great pride that I present the 2019 Annual School Report, my first as Principal. St Joseph's Primary School Merriwa is a small, rural school situated in the Upper Hunter town of Merriwa. Demographically, we are the furthest school from the Diocesan offices, but we are never left wanting!

Our mission is to be a community of catholic faith where the uniqueness of each child is nurtured and valued; where students are empowered and challenged to become lifelong learners with optimism and hope for the future.

Students this year have achieved academically, with success in local Eisteddfods, placings in the Diocesan Public Speaking, Spelling Bee and Maths Bee and our first win in Upper Hunter Regional Debating for over 5 years. The highlight was one of our Year 6 students becoming the inaugural champion of the Diocesan Maths Bee for 2019, a magnificent achievement!

Staff this year have undergone significant professional learning and collaboration related to Learning Intentions and Success Criteria, which was utilised in Mathematics. Students know what and why they are learning content and how it relates to real life.

I express my personal gratitude to all of the staff for their continued hard work, dedication and genuine love for each other, the students and families and our beautiful school.

We look forward to continuing to improve the standard of our learning and academic outcomes throughout 2020 and beyond.

Mr Ashley Borg

Principal

### Parent Body Message

The continuing drought has hit our small community hard, but the P&F have been flooded with support during the 2019 year by our students, parents, teachers and the wider community of Merriwa.

The P&F have been active behind the scenes supporting the school with ongoing running costs, and running the Mother's and Father's Day BBQ's, running the school canteen, running the uniform shop, supporting the school sporting events and contributing towards the general appearance and upkeep of the school through the working bees.

We have tried to minimise the time impacts to busy schedules throughout the year, and the time and effort in supporting the running of our Campdraft and Fete, cleaning of the Aberdeen Bus, volunteering in the Canteen and supporting the Mother's Day and Father's Day stalls have made a tremendous impact in our fundraising.

For a small community we are well supported, and through the collective efforts of our families, sponsors and the wider community, significant funding has been successfully fundraised and reinjected back into the learning of our children and facilities for our School, as outlined in the P&F financial report.

Our P&F would not have run without the tireless efforts of the committee, who are rapidly approaching their three year term on the P&F. Thank you to Megan and Fiona for all of their tireless work.

We need support to make the P&F run, and look forward to welcoming new members to our P&F.

We say farewell to some amazing staff this year too and thank them for their significant contributions to the school. Our school community and students are much richer for their sharing of talents and both staff will be greatly missed.

With a strong P&F, our small school will continue to grow under the guidance of our Principal, ably supported by the tremendous staff that make our school a fantastic learning community. It takes a village to raise a child, and our children are set for great success with the village that surrounds them.

Thank you to the efforts of everyone who has contributed in any way to making 2019 a successful year, and we look forward to continuing our successes in 2020.

St Joseph's Primary School Merriwa Parents & Friends

### Student Body Message

It's been a very enjoyable time at St Josephs for all. We all have had our own achievements and goals accomplished throughout our primary years. We have taken part in many school fundraisers and community events. We are very involved in the community for example around Christmas time we go around the town and sing carols down the main street, at the hospital and at Gummun place.

Everyone in Year 6 has learned to work together with each other throughout the years, months and days and we have shown great cooperation, we have learned to be responsible leaders through our senior years in primary.

One important and fun trip we had this year was Canberra. This was an excursion that all Stage 3 attended. During the excursion we learnt about our capital city and how Australia was established as a country.

Over all we have enjoyed our time at St Joseph's, it is a wonderful school which has given us all a wonderful primary education.

Year 6 2019

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## School Features

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### History of the school

St Joseph's Primary School was founded in 1883 by the St Anne's Catholic Parish Merriwa. In 1885 the Sisters of St Joseph took up residence in Merriwa and assumed responsibility for the education of the children at the school. They were the first Foundation formed from Lochinvar, which had come into existence only two years earlier in 1883. The Sisters of St Joseph continued a teaching presence at the school until the early 1990s.

In 1886, the total enrolment was 77 - 39 girls and 38 boys. On 25th November, 1928, Bishop Dwyer blessed the new school in Marquet Street. In 1954, Bishop Toohey blessed the new infants' classroom and in 1961, blessed the new school building of three classrooms. Secondary classes operated at St Joseph's Merriwa from the early 1950's to 1968. In 2008 the Honourable Joel Fitzgibbon opened and Fr Des Harrigan blessed the new Kindergarten classroom giving the school a total of four classrooms.

In 2016 the school gained a new library which boasts state of the art facilities. In 2019 the total refurbishment of the student toilet blocks was completed.

For over 130 years, St Joseph's Catholic School has provided quality education to the children of the Merriwa district.

### Location/Drawing Area

St Joseph's School is located in the rural township of Merriwa in the New South Wales Upper Hunter Shire Council area. It is the most western school in the Maitland-Newcastle diocese. Students travel from within the town limits, as well as from outlying rural properties. The villages of Cassilis to the west, and Gungahlin to the east are served by this school. Although the geographical drawing area dwarfs other Diocesan urban schools, the population within the drawing area is small as is the school enrolment (2019 - 56 students).

Neither the small population nor the 180 odd kilometre distance to our Newcastle based Catholic Schools Office can dampen the St Joseph's School Community's passion for education. St Joseph's Primary School Merriwa is a small school with a big heart!

Students at St Joseph's are offered Catholic education from K-12. Students completing Year 6 are able to travel by coach daily to St Joseph's High School Aberdeen.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
26	27	1	53

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 92.97%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.20	93.90	91.10	91.90	92.30	93.10	93.30

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	13
Number of full time teaching staff	5
Number of part time teaching staff	3
Number of non-teaching staff	5

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

Staff at St Joseph's Primary School Merriwa continued to engage in relevant and meaningful Professional Learning, which built upon and aligned closely with the School's Improvement Plan for 2019.

Professional Learning Highlights included:

- Lenten Program held weekly over Lent for a period of 6 weeks, which nurtured staff member's Faith Formation, according to the Catholic Schools Office, FEA Policy.
- NAPLAN Writing Marking Training Online, which gave staff the knowledge, practical skills and ability to efficiently mark and analyse student work in order to ascertain areas of strength and improvement for students, which ultimately becomes the focus point for student learning. This was followed up by termly work samples, which were marked and tracked through a global spreadsheet.
- Development of Learning Intentions in Mathematics, where staff were allocated two full release days to collaborate and learn about the research related to Learning Intentions and Success Criteria. When combined with sound pedagogy and instructional walks, student learning gains are found to be of a higher-yield.

Staff continued in their pursuit of excellence and consistency throughout the year through regular Professional Learning Team meetings, where conversations generally revolved around student learning and improvement.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **Catholic Imagination and Spirituality**

St Joseph's Primary School Merriwa's mission is to be a community of Catholic faith, where the uniqueness of each child will be nurtured and valued. Where students will be empowered and challenged to become lifelong learners with optimism and hope for the future.

There were many opportunities for students to celebrate Catholic mission and identity at St Joseph's school. Daily prayer, Opening School Mass, Commissioning Mass, liturgies for St Joseph's Day and many other areas of focus.

The Year 6 students have a Retreat and all students help the community wherever we find a need. Wherever possible the school community attends significant parish liturgical celebrations.

During Monday assembly each week the students reflect on the Sunday Gospel and apply the salient message to their everyday lives.

Many parents share this Liturgy with the students.

Staff members also gather for prayer once a week which focuses on the Gospel message applying this to their personal and school lives.

The staff participated in a Lenten Program to which parish members also attended. All staff participated in a spirituality day which focused on the Encountering Jesus through Sacramentality and Prayer 2019.

### **Family, Parish and Diocesan evangelising and catechesis**

A positive relationship between the school and Parish continues to be a high priority at St Joseph's school. The Sacramental program is supported by the school and prepares children from all schools in the area.

During Catholic Schools Week students and teachers prepared displays for the main street to highlight the Catholic identity of the school. A school parish dinner is also held this week.

The Year 6 leaders and teachers were commissioned and made their service pledge at a Parish weekday Mass. The fortnightly school newsletter was placed in the church and in the local newspaper to ensure our message is spread.

Students served on the altar at special Masses. Students worked on displays in town for the Merriwa Show and The Festival of Fleeces. Parish members were actively involved in the school and at school events. The school supported the local St Vincent de Paul Society through its appeals.

School working bees were well attended by staff and families. Many parishioners attended the End of Year Mass.

The parish priest, upon request attends religion class to discuss aspects of the religion curriculum. Christian Discipleship Prayer and reflection begin all meetings, gatherings and the parent newsletter. In each prayer there is a call to action.

At the end the school year, Year 6 students participated in a retreat. During this retreat the Year 6 students took time to reflect on their years at school and what direction they see themselves and their friends going and what special gifts they are to themselves and others.

Our weekly liturgy provides opportunities for students, staff and parents to reflect on the message of the Gospel. A relevant hymn/song, is also used at times to help staff and students fully understand the Gospel message of the week.

Throughout the teaching of Religion, students are given the opportunity to reflect and participate in meditations which allows for the formation and development of their own spirituality.

Each classroom and the staffroom has a sacred space designed and refreshed regularly.

### **Religious Education and Curriculum**

Religion lessons at St Joseph's follow the curriculum set by the Maitland–Newcastle Diocese. All class teachers are responsible for the teaching of Religious Education in their classes and are formally accredited to teach Religious Education or are in the process of satisfying the academic requirements needed for accreditation.

Each structured lesson develops the knowledge and understandings of Catholic faith.

Class and school liturgical, sacramental and prayer celebrations form an important aspect of the Religious Education curriculum.

Below is a summary of the RE test results for 2019.

7 students sat the test

Average 2019: 18.4 /50

Religious literacy is a priority in the classroom with added resources and support given to teachers and students. Teachers attend relevant professional development on the Religious Education curriculum.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

At St Joseph's, a culture of "High Expectations, No Excuses" is embodied throughout. Staff are dedicated to the pursuit of excellence, this was highlighted by the end of year parent surveys distributed throughout the school.

All staff in 2019 were fully accredited teachers with NESA and conducted themselves professionally in their work.

The school's learning support programs, which included MiniLit, Multi Lit, Core Word Challenge and assistance with Literacy and Numeracy Groups, provided students with excellent pathways to success.

Whole school approaches to improve student achievement included the development of Learning intentions and Success Criteria in Mathematics, which highlighted strengths and areas of improvement for students. Student work samples in Writing allowed for a closer examination as to the areas for development for students, which were worked on during class time.

Staff work in two Professional Learning Teams (PLT's), Infants (K-2) and Primary (3-6). These teams are highly collaborative and professional in their diligence and pursuit of high performance throughout the school. The teams worked closely with our Lead Teacher (LNAP), to achieve strong growth in PAT Maths and Comprehension Testing as well as Year 3-5 NAPLAN.

A further ten laptops were purchased this year, which allowed students in each class to have 1:2 devices in the classroom setting. In Stage 2 this year, there were provisions for students to have 1:1 devices in class, which was an excellent assistance to student learning.

Students continued to work with the Touch Typing Tournament, to improve their typing skills, which, in the age of the NAPLAN Online test, proving to be an area of improvement for many schools. We envisage this to continue in 2020 and beyond.

Our Performing Arts program was further enhanced this year, with the regular visit of Anna Kerrigan, Head Producer of ASPIRE. Her input, influence and expertise were invaluable in assisting all students and staff in the formation of the highly successful School Play.

St Joseph's worked diligently with students throughout the year in Mental Maths and Spelling, the evidence of excellence being highlighted at the inaugural Diocesan Spelling and Maths Bees, where we achieved a first place in the Maths Bee and two second place finishes in Spelling, an outstanding achievement from such a small school!

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	43%	57%	29%	11%
	Reading	29%	53%	57%	11%
	Writing	43%	51%	29%	6%
	Spelling	29%	48%	29%	13%
	Numeracy	29%	40%	29%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25%	34%	17%	17%
	Reading	42%	37%	8%	12%
	Writing	17%	17%	33%	19%
	Spelling	25%	34%	25%	14%
	Numeracy	17%	29%	25%	14%



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

St Joseph's willingly and wholeheartedly participates in Positive Education and Visible Wellbeing Programs, as a member of the Where There's A Will Foundation Upper Hunter Cluster. The Principal attends regular meetings each term to keep in touch with the latest information.

In 2019, a teacher from the school was given a 0.1 FTE allocation in order to commence regular focus areas, which utilise the Character Strengths from the VIA Survey. This created an excellent awareness for staff and students about the different Character Strengths each teacher and student had. These were placed on the "Character Strengths Tree" in a prominent position within the school.

Students and staff were also introduced to Well Being Weeks, which were in Week 5 or 6 of every term. The emphasis was on "No Homework, No Meetings" and opportunities for staff and students to enhance wellbeing on a personal or spiritual level. Activities were organised by teachers and were proven to be a great success and change from the regular routine during lunchtimes! Yoga, mindfulness colouring, thankful cards and meditation were some of the terrific initiatives provided by the school staff.

Students participated in several community events during 2019, including, the Festival of the Fleeces, where "Josie" the sheep was proudly paraded throughout the main street of Merriwa. Students were also involved in the Kia Ora community Performing Arts Camp during Term One, the Merriwa Show and visited the Gummun Place Nursing Home in Merriwa, as part of Community Service activities designed to promote the school's Catholic Mission of service.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

#### **Catholic Formation and Mission**

Staff undertook several professional learning sessions, regular staff prayer and attended a spirituality day on prayer and the sacraments. This enhanced staff pedagogy and confidence.

The school's Religious Education Coordinator (REC), conducted regular observations of teaching practice in the area of Religion, to ensure staff were not only competent in the teaching of the Syllabus, but confident in passing on their personal faith journeys to children.

Staff also completed the Lenten program with members of the St Anne's Parish.

#### **Learning and Teaching**

Staff were successful in implementing and embedding Learning Intentions and Success Criteria into the Key Learning Area of Mathematics. This will continue to be a focus for the school going forward in 2020 as we move into English. Our Religious Education Coordinator commenced the implementation of Learning Intentions and Success Criteria in Religion, to be rolled out in 2020.

#### **Leadership**

The Executive Team (REC and Principal), attended Executive Leadership training courses, provided by the Catholic Schools Office and run externally, during 2019.

The REC took initiative and organised a special meeting in order to share her learnings from the completion of the course.

The Principal utilised some of the aspects of the training to establish additional Release Time for teachers to plan and implement initiatives.

### **Wellbeing and Partnerships**

St Joseph's established excellent links with the CWA, Merriwa Pre-School centre (Buddy Reading) and with the Where There's a Will Foundation during 2019. In addition, students were seen throughout the Merriwa community, including a traditional Christmas Carols singing throughout the main street of town, as well as at the Merriwa Multi Purpose Centre (Hospital) and Gummun Place. Students and staff were warmly received and complimented by their fellow towns people.

### **Priority Key Improvements for Next Year**

The 2020 School Improvement Plan (SIP) was drafted late 2019, with the view to consolidating many of the wonderful initiatives throughout the school. These included:

#### **Catholic Formation and Mission**

- The improvement of the overall teaching of Religion
- All staff working towards establishing and attaining Graduate Certificates / Masters Degrees in Religious Education from accredited educational providers, as per the Catholic Schools Office Faith Education Accreditation (FEA) Policies

#### **Learning and Teaching**

- The formation and implementation of Learning Intentions and Success Criteria for English, in particular, Reading and Writing.
- An overall focus on the professional development and upskilling of teachers in the Key Area of Reading.
- Continuation of the development of Writing Sample Data analysis for the purposes of improving student results and pedagogy of teachers in this Key Area
- The overall improvement of student results in K-2 Literacy, as defined by the Literacy and Numeracy Action Plan (LNAP)

#### **Leadership**

- Principal to complete Executive Leadership Development Training Course (Year 3 of 3)
- Mentoring and Coaching new staff. In 2020, St Joseph's have been advised that there will be two First Year teachers, from the CSO Graduate Teacher Scheme.

## **Wellbeing and Partnerships**

- Continuation of the Wellbeing Leader's position, on a 0.05 / 0.1 FTE to consolidate and enhance wellbeing initiatives throughout the school.
- Online E-Counselling Project as part of a reduced timeframe for counselling in the Upper Hunter Region.
- Reintroduce and implement Positive Behaviours For Learning (PB4L) throughout the school.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Parent satisfaction at St Joseph's is high to date. A recently run school survey for parents indicated high to very high scores in all areas in questions pertaining to educational quality, performance, teacher quality, facilities and classroom management.

Minor concerns were communicated via the survey around consistency of teacher discipline, which is being addressed through the planned development of the Positive Behaviours For Learning (PB4L) program.

Parents, in general, are very supportive of the school. St Joseph's is fortunate to have a very high turn out at Working Bees, social gatherings and community events. Our Parents and Friends Association are regarded very highly and support the school wholeheartedly.

### Student satisfaction

Students throughout the school are very enthusiastic about St Joseph's, their teachers, the programs and facilities they work with each day.

The Principal collected much anecdotal evidence in conversations with groups of students which indicated a great sense of pride in St Joseph's, a sound understanding of the learning which they are doing each day and a sense of belonging to a Catholic School.

Some students indicated unhappiness with the way they are treated by some students. In times of distress, students at St Joseph's are given many opportunities to atone for negative endeavours through restorative justice principles and practices.

Relationships are repaired rather quickly within the school and students report being able to get along with each other and treat each other fairly and respectfully.

### Teacher satisfaction

Teachers have an outstanding rapport and well-established relationship with each other at St Joseph's.

All staff work collaboratively with one another and report high levels of satisfaction with the school and the initiatives within.

Any concerns are handled in a professional and appropriate manner and all staff are aware of the processes and procedures required when issues arise.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants <sup>1</sup>	\$942909
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$269922
Fees and Private Income <sup>4</sup>	\$124926
Interest Subsidy Grants	\$6199
Other Capital Income <sup>5</sup>	\$31802
<b>Total Income</b>	<b>\$1375758</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$593
Salaries and Related Expenses <sup>7</sup>	\$968814
Non-Salary Expenses <sup>8</sup>	\$339077
<b>Total Expenditure</b>	<b>\$1308484</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.



END OF 2019 REPORT