Annual School Report to the Community
2015

St Joseph's Primary School
O'Connor
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Email: office.sjo@cg.catholic.edu.au
Website: www.sjo.act.edu.au

Principal
Mrs Sue Dempsey
Section One: Message from Key Groups in our Community

Principal's Message

St Joseph's Primary School is a vibrant place of excellence. With a long, rich history as a much-loved school in the inner North of Canberra, St Joseph's continues to reflect its vision: As a dynamic P - 6 Catholic School, St Joseph's strives for excellence within a Christ-centred community and contemporary environment. Students and staff work towards individual and community goals that promote growth and improvement for all. With an Early Learning Centre, our school caters for students from pre-school to Year 6. Community events such as Class Showcases, Morning Gathering, Meet and Greet, Mother's Day and Father's Day breakfasts and barbecues reinforce and sustain the strong links that exist between our school and our families. This year we moved into Stage 1 of our school refurbishment and we are now embracing these flexible learning spaces that allow for, and promote, both individual and interactive learning.

Parent Body Message

During 2015 St Joseph's School Board and Parents and Friends Association continued their work towards our consolidated plan for whole school improvement.

Completion of the Stage 1 classroom refurbishment was a major focus coupled with hosting the annual Catholic Schools Soccer Carnival in March. Dedication to this carnival in terms of planning and as a means of community engagement ensured a highly successful result on many levels. The financial outcome was such that installing new play equipment became a reality and will come to fruition in 2016.

A review of the existing car park highlighted a need for improvement so plans were put in place to redesign the Boronia Drive car park.

A desire to support adult faith formation for parents resulted in the introduction of Parent Formation Evenings for those whose children were to receive a sacrament during 2015. Widely attended and highly appreciated by parents, these sessions will become annual occasions.

A revision of communication methods resulted in more effective and efficient delivery of information to our parent body.

Student Body Message

The St Joseph's shared student leadership program is helping us prepare for high school and to be independent, thoughtful young people. Each student in Years 5 and 6 is considered a leader and we are all given opportunities, through our leadership teams, to grow in leadership qualities and confidence. Each team has a particular school event to help plan, organise and run such as the Book Week Parade, Open Day and the Early Learning Centre's Easter Raffle.

Our school is a safe place with staff who care about us and challenge us. We all know how we are expected to behave and we follow our school rules - Be Safe, Be Responsible, Be Respectful and Be A Learner - at all times.

This year a Bring Your Own Designated Device program was introduced for Years 5 and 6. We have our own iPads to work with and our learning is so much more exciting now. We can be creative, make movies, record our work, research information and work with others at any time, anywhere. We think this is a fantastic way to learn.

We love our school!
Section Two: School Features

St Joseph’s Primary School is a Catholic systemic Co-educational School located in O'Connor.

St Joseph’s is set amongst an array of magnificent trees that symbolise strength, shelter, support and sustainability. St Joseph, the carpenter, relied on trees as the resource of his trade - timber. We embrace the tree as our school symbol and our connection with St Joseph, our patron saint and as a representation of the spirit that is St Joseph’s School and its community.

Our regional Early Learning Centre draws students from the inner North parishes of St Vincent's, St Michael's, Rosary and St Thomas Mores. With the ELC the school caters for students from Preschool to Year 6 and has a current enrolment of 213 primary and 60 pre-school students.

For many years St Joseph's was largely a corridor school for families living on the outskirts of the ACT. A resurgence of families into the surrounding suburbs has resulted in more local enrolments and thus the recreation of a neighbourhood school.

At St Joseph’s School improving student outcomes is the focus of all our endeavours and all programs and initiatives align with this. Students are at the centre of all learning which is supported, scaffolded, open-ended and connected. Students at our school are risk takers, decision makers, problem solvers and global citizens.

Results from the 2015 NAPLAN assessments confirm significant improvements for our students as they progress from Year 3 to Year 5 in both Reading and Numeracy. St Joseph’s School is one of only two ACT Catholic Primary schools with this achievement which affirms that what we are concentrating on is having very positive results.

The school’s website can be found at www.sjo.act.edu
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

At St Joseph's Primary School we believe our faith in Christ calls us to love and serve others through everything we do, think and say. Our faith is lived out through our outreach programs which give us the opportunity to be Christ to others. Prayer Celebrations, whole-school prayer times and Eucharistic celebrations are occasions for us to practise our faith as a Christ-centred community. Preparation for Reconciliation, First Eucharist and Confirmation is supported by all staff, students and parents and the wider parish family with our parish priest a major influence on the children as they grow and develop in their personal relationship with God. Through its founding order of the Sisters of St Joseph, our school has close ties to Mary MacKillop and we are proud of our heritage and history.

During 2015 parent and child formation evenings were offered before each sacrament. These evenings gave parents an opportunity to share in the faith development of their child as they prepared for each important milestone.

A Play and Pray program has become well established at St Joseph's School and in 2015 was extended to include a sacramental focus for the sacramental grades. This gave another opportunity for parents to gather in prayer with their children.

Over the course of the year parents continued to be invited into the school in ways that acknowledge and support the development of prayer in context.
Section Four: Student Profile

Student Enrolment
The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>100</td>
<td>28</td>
<td>210</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy
The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates
The average student attendance rate for 2015 was 94.19%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten: 95%</td>
</tr>
<tr>
<td>Year 1: 95%</td>
</tr>
<tr>
<td>Year 2: 95%</td>
</tr>
<tr>
<td>Year 3: 94%</td>
</tr>
<tr>
<td>Year 4: 92%</td>
</tr>
<tr>
<td>Year 5: 94%</td>
</tr>
<tr>
<td>Year 6: 94%</td>
</tr>
</tbody>
</table>

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 Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>6</td>
<td>22</td>
</tr>
</tbody>
</table>

* This number includes 11 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

All staff were involved in professional learning during 2015:
- Annual First Aid and Anaphylaxis training
- Staff Spirituality which introduced the whole school focus for 2015 - a Christ-centred community
- Curriculum development to align major projects
- Kidsmatter, a mental health and well-being initiative for students
- Numeracy, again a focus for whole school and individual staff development during 2015

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An 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 2015

<table>
<thead>
<tr>
<th>Year 3</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>59%</td>
<td>48%</td>
</tr>
<tr>
<td>Writing</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>41%</td>
<td>52%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>41%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Reading</td>
<td>57%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>19%</td>
</tr>
<tr>
<td>Spelling</td>
<td>52%</td>
<td>33%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>39%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

During 2015 many goals were achieved. Some include:

- Religious Education being more responsive to ecumenical and multi-faith contexts and based on high quality educational theory and practice
- Staff professional learning was aligned with school renewal and strategic goals and was linked to the Australian Professional Teaching Standards
- Staff were assisted in accessing relevant professional learning and development opportunities to enhance student outcomes
- Teachers collaborated regularly to reflect on their practice to ensure all students were progressing in their learning
- Structures and processes were put in place to assist teachers to identify and respond to the diverse needs of learners
- Inclusive practices were demonstrated by staff to enable equity of access to the curriculum and appropriate assessment for all learners
- Transition processes and pathways were created to meet the needs of a range of learners
- Means to communicate with students, staff, parents and other school community groups were established

Priority Key Improvements for 2016

During 2016 many goals will be worked towards. Some include:

- Catholic Education's Principles of Pedagogy will be applied to St Joseph's philosophy and teaching and learning
- ICT will be fully incorporated into all subjects and Home Learning
- The Bring Your Own Designated Device program will be developed
- Students in Year 5 will value-add to their Year 3 NAPLAN results
- Additional staff will be engaged in post graduate study
- Students will use the language of health and well-being in class and on the playground
- Parents will note an improvement in school / home communication.
- The community will celebrate the 60th Anniversary of St Joseph's School
- A redesigned car park will be in operation
- The Hall will be improved
- Stage 2 of the Master Plan will be considered and progressed
Section Eight: School Policies

Student Welfare Policy

It is our desire to work with parents and carers to help students become positive members of an ever-changing society. We reflect on the values of Jesus as we talk to and model for the students about becoming Christ-like in their behaviour. We strive for excellent behaviour from all in our community, at all times. Students who demonstrate excellent behaviour and positive behaviour choices are rewarded for their efforts. Likewise, consequences for inappropriate behaviour choices, in the form of Time Out, provide opportunities to discuss behaviour, how it affected others, how the situation could have been handled differently and how amends could be made. The intention is that a positive outcome is the result of Time Out so that students learn from the experience.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s Positive Behaviour Plan is available on the school website or from the Front Office.

The full text of the School’s Student Welfare Policy may be accessed on the School’s website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. 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. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. The school follows the Catholic Education Policy as listed on the CE website.

A full text of the school policy is available on the school website or from the Front Office.
Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction
The opinions of parents were sought about a range of topics including school management, the learning environment and student behaviour. The majority of parents strongly agree that our Catholic faith, school vision and commitment to Religious Education are demonstrated and integrated into all aspects of school life. Parents acknowledged the focus on improvement and believe staff are committed and enthusiastic and provide a highly stimulating environment for the students. All parents stated their children are happy and safe at school and that they are happy their child is at the school. The majority of parents agree the school is managed very well with approachable staff who provide supported and challenging learning tasks.

Parents reported an appreciation that high expectations for behaviour is consistently upheld and that the students are treated fairly.

Student Satisfaction
Results from a student survey, group discussions and feedback, reveal that students know how to behave in different situations. They are aware of the school rules and they know they are expected to live by them. They feel supported to do so.

Students believe their teachers care about them, teach them well and help them to be risk takers, decision makers, problem solvers and global citizens. They state they receive the help they need with their learning, they are encouraged to do their best and they have opportunities to improve.

Students feels safe and happy at St Joseph’s Primary School.

Teacher Satisfaction
Following a staff survey, interviews and staff meetings it was confirmed that staff feel challenged and supported as they strive for excellence as educators. Professional learning opportunities are welcomed and are seen as important aspects of their roles.

Staff feel valued and appreciated and state they are treated as professionals at work.

They are committed to the school and want to contribute to the overall success of the school.
Section Ten: Financial Statement

**Income**

- Commonwealth Recurrent Grants (51.3%)
- Government Capital Grants (7.5%)
- State Recurrent Grants (16.3%)
- Fees and Private Income (15.4%)
- Other Capital Income (9.5%)

**Expenditure**

- Capital Expenditure (22.3%)
- Salaries and Related Expenses (58.4%)
- Non-Salary Expenses (19.3%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,723,108</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$251,191</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$548,273</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$518,898</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$318,063</td>
</tr>
<tr>
<td>Total Income</td>
<td>$3,359,533</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>$736,869</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,926,593</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$636,074</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$3,299,536</td>
</tr>
</tbody>
</table>

**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.