



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Joseph's Primary School O'Connor

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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. The Sisters of St Joseph established our school in 1956 so with a long, rich history as a much-loved school in the inner-North of Canberra, St Joseph's continues to live its vision: *Growing in excellence within a Christ-centred community*. Students and staff work towards individual and community goals that promote growth and improvement for all. We are learning to learn, learning to be, learning to collaborate and learning to create.

With an Early Learning Centre, our school caters for students from pre-school to Year 6. Community events such as Prayer Celebrations, Classroom Showcases, Morning Gathering, picnics and barbecues reinforce and sustain the strong links that exist between our school and our families. A recent refurbishment of the original upstairs wing of our school has ensured we have flexible learning spaces and that we are at the cutting edge of contemporary education. Plans continue for the refurbishment of the downstairs wing and future expansion of our school.

It is our aim to provide a safe, happy and supportive environment where all students are active learners, encouraged to reach their full potential.

Parent Body Message

In 2016 St Joseph's School marked its 60th Anniversary. A year of celebrations was launched with our school fete in March and continued with a Housie night, Diamonathon, Open Day, dinner at Old Parliament House and Anniversary Mass and picnic. Current parents and staff members along with previous students were involved in planning and organising these significant events, making it a memorable year.

The Parents and Friends Association and School Board were again active and committed to working with staff towards the improvement of educational outcomes and our facilities. New play equipment, purchased from funds raised by hosting the 2015 Catholic Schools' Soccer Carnival, was installed and a paid Canteen Manager was employed for the first time. The introduction of the *Fresh Tastes* program allowed parents and teachers to plan for healthy living.

Adult Faith Formation was again supported via parent sessions linked to the sacraments being prepared for by their children.

Parents appreciated the opportunity to learn more about contemporary education through Parent Workshops led by teachers. Topics such as ICT, Bring Your Own Device, Reading, Writing, Numeracy and Spelling were covered.

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 Mothers' Day 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 are all learning to learn, learning to be, learning to collaborate and learning to create.

Our Bring Your Own Designated Device program makes learning so exciting. We can be creative, make movies, record our work, research information and work with others at any

time, anywhere. We all think it's a fantastic way to learn.

2016 was such a fun year because it was our 60 th birthday. We celebrated and felt really proud of how old our school is. We think everyone who has ever been at St Joseph's school should feel proud too.

Section Two: School Features

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

St Joseph's School 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 parishes of St Vincent's, St Michael's, Rosary and St Thomas Mores. With the ELC, our school caters for students from pre-school to Year 6.

For many years St Joseph's was considered to be a corridor school for families living on the outskirts of the ACT. A resurgence of families into the suburbs of the St Joseph's parish 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 and a commitment to action research by teachers ensures our pedagogy and philosophy reflect current best practise and research. Students and staff at St Joseph's are learning to learn, learning to collaborate, learning to be and leaning to create.

St Joseph's School uses a positive behaviour learning approach to develop students' emotional strength, empathy, personal resilience and ownership of behaviour. Our school-based curriculum is based on the Australian Curriculum, The Early Years Framework and the Archdiocesan Religious Education Curriculum, *'Treasures New and Old'*. We are at the cutting edge of technology use with iPads, iPhones, and Interactive Whiteboards integrated into all teaching and learning. Analysis of our 2016 NAPLAN results indicate that we continue to perform well in all test areas with growth noted for individual students and the school as a whole. NAPLAN results inform and contribute to future planning in Literacy and Numeracy. The Arts play an important role at St Joseph's, with a whole-school focus on dance. Extracurricular music tuition and drama classes are available for those students who wish to further their talents in these areas. The subject of Health and Physical Education is based on an attitude of pursuing an active and healthy lifestyle with all children participating in daily fitness and twice weekly sport. Our shared student leadership program involves all senior students taking a leadership role in the school and is an important feature of our school. Year Six students are full leaders with Year Five students being Leaders-in-Training.

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 School we believe our faith in Christ calls us to love and serve others through everything we do, think and say.

Each year we have a Christ-centred Community Focus that enables us to enrich the Catholic life of our school community. The focus is used to support students, parents and staff to live the values of the Gospel in an authentic way. In 2015, when the initiative commenced, the focus was on being a Christ-centred Community. In 2016 the school celebrated its 60th year and the Catholic Church celebrated the Jubilee Year of Mercy so the Christ-centred Community Focus was Seasons of Love.

Our faith is lived through 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, St Mary of the Cross MacKillop.

During 2016 parent and child formation evenings were offered before each sacrament. These sessions 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 2016 reflected our focus of Seasons of Love. 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 2016:

Girls	Boys	LBOTE*	Total Students
106	110	24	216

* 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 2016 was 93.72%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	96%
Year 2	93%
Year 3	93%
Year 4	96%
Year 5	91%
Year 6	93%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
18	7	25

* This number includes 13 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

During 2016 teachers completed Professional Learning to meet individual and whole-school goals. All teachers meet the requirements for Teacher Quality Institute (TQI) registration.

Teachers conducted research around the best approach to teach spelling which led to a whole-school trial.

Teachers also participated in further curriculum development about our Seeds of Learning and spirituality based on our Christ-centered Community focus, Seasons of Love. First Aid training was completed as were on-line modules about Child Protection and oWrkplace Bullying, Discrimination and Harassment.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	73%	49%	3%	11%
	Writing	77%	49%	0%	6%
	Spelling	50%	46%	3%	12%
	Grammar and Punctuation	63%	52%	0%	10%
	Numeracy	57%	36%	0%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	42%	35%	0%	15%
	Writing	21%	17%	5%	18%
	Spelling	26%	30%	16%	18%
	Grammar and Punctuation	63%	36%	0%	15%
	Numeracy	26%	29%	5%	17%

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 2016

During 2016 many goals were reached. Some include:

- Celebration of the 60 th Anniversary of St Joseph's School.
- Improvement of the school hall.
- Development of our Seeds of Learning - Learning to Learn, Learning to Collaborate, Learning to Be and Learning to Create.
- Application of Catholic Education's Principles of Pedagogy to our philosophy and teaching and learning.
- ICT incorporated into all aspects of the curriculum.
- An increase in the number of teachers engaged in post graduate study.
- Improvement in school / home communication.
- Development towards an improved car park and Stage 2 of the Master Plan.

Priority Key Improvements for 2017

Goals have been set for 2017. Some include:

- All teachers will have 14 hours / term of instructional coaching.
- Teachers will regularly differentiate in their teaching to meet the needs of their students.
- Teachers will use formative assessment.
- All students in Year 5 will value-add to their Year 3 NAPLAN results, in writing.
- Open ended assessment tasks will be used for writing.
- Teachers will assess for learning.
- A Scope and Sequence of skills will be linked to our Seeds of Growth.
- Students and parents will use the language of our Seeds of Growth.
- Teachers will regularly plan in teams.
- Parent Term Overviews will include our Seeds of Growth.

Section Eight: School Policies

Student Welfare Policy

It is our goal 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 with and model for the students how to be Christ-like in their behaviour. We expect 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, a consequence for inappropriate behaviour choices, in the form of attendance at *Behaviour Learning*, provides an opportunity to discuss behaviour, how it affected others, how the situation could be handled differently, how amends can be made and what learning has occurred. The intention is that a positive outcome is the result of *Behaviour Learning* so that students learn and grow in understanding 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 *Behaviour Learning Program* 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>.

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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 Catholic Education's policy as listed on CE's website.

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

An overwhelming majority of parents strongly agree that our Catholic faith, school vision of *Growing in excellence within a Christ-centred community*, and commitment to Religious Education are demonstrated and integrated into all aspects of school life. This is particularly so through our annual Christ-Centred Community Focus.

Parents acknowledged improved communication and the open and approachable nature of our staff and Leadership Team. With a continued emphasis on improvement, parents noted the genuine focus on learning and enthusiasm demonstrated by their children. They believe staff are committed to their roles and to our school and see an ongoing pattern of dedication by all.

With upgraded learning spaces teachers are able to provide highly engaging and stimulating environments for the students. This was commented on by many parents.

All parents stated their children are happy and feel safe at school and that they are very happy their child is at the school.

Parents agree the school is managed and led very well and that there are high expectations for behaviour which are consistently upheld and that all 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 know the expectations held by the school and feel supported if they have difficulty making good choices about their behaviour.

Students believe their teachers care about them, teach them well and help them as they Learn to Learn, Learn to Collaborate, Learn to Be and Learn to Create. They stated they receive the help they need with their learning, they are encouraged to do their best and they have opportunities to improve.

With the school's 60 th Anniversary held during 2016 the students felt proud of their school and were interested in its history and its future. They particularly enjoyed Children's Day and the Fete which launched the year of celebrations.

They like the Shared Student Leadership program as it prepares them for high school and teaches them about being a servant leader and the newly refurbished learning spaces and the BYODD program as they have fun while they're learning.

Students feel happy and safe at St Joseph's School.

Teacher Satisfaction

Following a staff survey, interviews and staff meetings it was confirmed that staff feel challenged and supported as they grow in excellence as educators at St Joseph's School. Many commented on the Professional Learning opportunities presented to them and that they were keen to take up school based learning just as much as courses offered out of school such is the level of expertise of the teachers currently on staff. Teachers believe they have become better educators since working at our school. They acknowledge the high

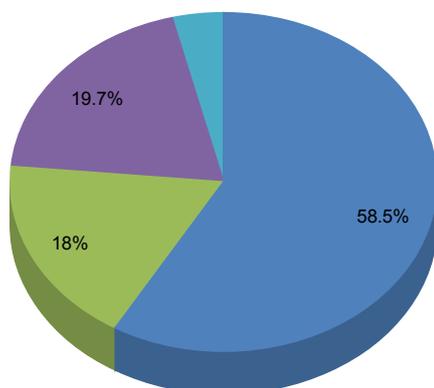
expectations of their roles and want to meet them as a measure of self and whole school improvement.

Staff feel highly valued and appreciated for their expertise and contributions and stated they are treated as professionals at work.

Commitment to the school is high and staff want to continue to contribute to the overall success of the school. Staff believe the reputation of the school as a centre of excellence is warranted and they are proud to be part of its ongoing history.

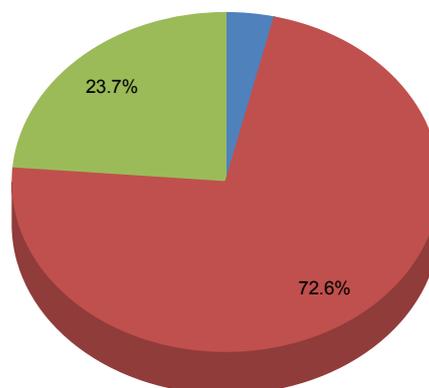
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (58.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (19.7%)
- Other Capital Income (3.9%)

Expenditure



- Capital Expenditure (3.7%)
- Salaries and Related Expenses (72.6%)
- Non-Salary Expenses (23.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,919,493
Government Capital Grants ²	\$655
State Recurrent Grants ³	\$590,835
Fees and Private Income ⁴	\$645,207
Other Capital Income ⁵	\$126,747
Total Income	\$3,282,937

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$109,679
Salaries and Related Expenses ⁷	\$2,172,846
Non-Salary Expenses ⁸	\$709,107
Total Expenditure	\$2,991,632

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.