



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Joseph's Primary School O'Connor

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Principal

Mr Cameron Tarrant

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 lives 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. In 2018 and 2019, the contemporary refurbishment of the upstairs wing of our school will be complemented by a similar redesign of the downstairs learning spaces and the construction of additional learning spaces to accommodate our growing school community. This will truly take our school forward in providing contemporary and stimulating spaces in which to learn and teach.

Parent Body Message

The Parents and Friends Association (P&F) and School Board were active and committed to working with staff towards the improvement of educational outcomes, our physical facilities and to build community. The school car park was upgraded and improved to ensure better safety for all users. The school basketball court and linking pathways were also upgraded and extended.

The P&F continued to provide services to families, funding a Canteen Manager to allow a canteen experience for children, and selling new and pre-loved uniforms through the Uniform Store. A variety of fundraising and social events were also hosted by the P&F, providing networking opportunities for families. Parent class contacts also supported the parent community, with a focus on pastoral care and social activities for families.

Parents appreciated the opportunity to learn more about contemporary education by participating in Class Showcases and through Parent Workshops led by teachers. Topics such as ICT, Bring Your Own Device, Reading, Writing, Numeracy and Spelling were covered. The Australian Federal Police also presented the ThinkUKnow programme to parents about child cyber safety, a key area of parent interest.

Student Body Message

The Year 5 & 6 Leadership Program at St Joseph's is exceptional and teaches us all the important leadership skills that we will need throughout life. The shared program is great because we get the chance to show our leadership skills and learn about what we will have to take on as leaders in the future. We get many opportunities to lead our school and we think that this is excellent because we learn the value of leadership. Some of our responsibilities are:

- leading morning assembly
- choosing our way of learning
- being role models for our school community.

We also work in teams across the school to support initiatives and lead change. Each team has at least one opportunity to organise a whole school event. These include Book Week, Grandparents Day, Mother's Day, Father's Day, Harmony Day, Socktober, Walk to School, Raffles and Fundraisers.

The School's Bring Your Own Designated Device Program helps us use our creative thinking and discover new things. It is also good because it enables us to work in different ways and share our work easily with others. This program makes researching simpler and we can even use our ICT to interact with our teachers to help with our learning.

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.

Our school is proudly a neighbourhood school, providing a nurturing and engaging learning environment for students from O'Connor and surrounding suburbs including Lyneham, Turner, Braddon and beyond.

At St Joseph's School improving student outcomes is the key focus of 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 practice 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 utilise 21st century learning tools such as iPads, iPhones, and Interactive Whiteboards, along with applications such as Seesaw and Google Classrooms to access and create new information and understandings. We are an engaged and proactive learning community. Analysis of our 2017 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 contemporary curriculum encourages students to challenge themselves and to experience learning in many areas. Extracurricular music tuition and drama classes, as well as chess lessons are available for those students who wish to further their talents. Our students learn Italian each year, with a dedicated LOTE teacher employed. A focus on 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

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. We have engaged with the renewal of Religious Education Curriculum, particularly committing to the use of the Three Worlds of the Text for deeper scriptural understanding.

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. In 2017 we called on the Holy Spirit to be our guide as we engaged with the focus; Growing through the Holy Spirit. Our faith is lived through our Seeds of Growth; Be, Learn, Create and Collaborate, which give us the opportunity to be Christ to others. Prayer Celebrations, morning prayer of Christian meditation, themes relating to our focus and Eucharistic celebrations are occasions for us to practise our faith as a Christ-centred community and to reflect through the lens of the Holy Spirit.

In 2017 we welcomed our new Parish Priest Fr. Paul Nulley. Fr. Paul engages with our Christ-centred Community Focus, incorporating the focus into his homilies and interactions with our community. The Preparation of our Sacraments has moved to a Parish Based Program and the Sacraments of Reconciliation and Holy Communion are now Year 3 and 4 consecutively. 2017 became a transition year and we therefore had one Sacrament to celebrate, Confirmation. The Parish Based Sacramental Program is supported by all staff, students and parents and the wider parish family with Fr. Paul a major influence on the children as they grow and develop in their personal relationship with God.

In addition to community gatherings, and the Sacrament of Confirmation, our parents were engaged in faith formation through the launch of our Christ-centred Community Focus at the Parent Information Night. Families were also presented with a Family Focus booklet for Sabbath Week each term. Family Focus was an opportunity for our parents to engage with the Fruits of the Holy Spirit in their homes, complementing our focus of Growing through the Holy Spirit. 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 2017:

Girls	Boys	LBOTE*	Total Students
118	119	44	237

* 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 2017 was 93.84%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	95%
Year 2	95%
Year 3	94%
Year 4	94%
Year 5	93%
Year 6	92%

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 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	6	27

* This number includes 12 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

Teachers conducted research around the best approach to teach writing which led to an agreed practice. Significant emphasis was placed on the assessment of writing and how this could drive teaching and learning. Teachers participated in curriculum development to align the Australian Curriculum General Capabilities to the school's Seeds of Growth. Religious Education Professional Learning focused on the importance of the three worlds of the text. Further modules of the Kids Matter program and First Aid training were completed.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	63%	52%	0%	10%
	Writing	44%	45%	3%	8%
	Spelling	53%	46%	13%	13%
	Grammar and Punctuation	72%	56%	6%	11%
	Numeracy	53%	40%	9%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	41%	37%	0%	15%
	Writing	27%	16%	0%	19%
	Spelling	32%	34%	5%	14%
	Grammar and Punctuation	45%	34%	14%	18%
	Numeracy	41%	28%	9%	15%

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 2017

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.

Goals that have been achieved in 2017 include:

- All teachers were engaged in instructional coaching and reflection.
- Teachers effectively differentiated their teaching to meet the needs of their students.
- Teachers used formative assessment to inform teaching.
- All students in Year 5 value-added to their Year 3 NAPLAN results, in writing.
- Open ended assessment tasks were used for writing.
- A Scope and Sequence of skills has been linked to our Seeds of Growth.
- Students and parents are now familiar with the language of our Seeds of Growth.
- Teachers effectively planned in teams to improve student engagement.

Priority Key Improvements for 2018

Goals for the 2018 school year have been set. Some of these include:

- Prepare for and meet all requirements for the systemic Re-Registration of St Joseph's Primary school.
- Review the current School Wide Positive Behaviour program.
- Implement a new Positive Behaviour Plan for the school incorporating the review of current practices.
- Continue and build on the current Coaching Model to further deepen understandings around best teaching and learning practice.
- Work in Professional Learning Teams to address goals aligned with the Annual Improvement Plan - using resources effectively, planning, delivering and evaluating pedagogical practice, and differentiating to meet student needs.
- Incorporate and promote the use of technology in the teaching and learning process - Google Classroom to engage students and Seesaw to inform parents.
- Continue to build on the team planning and POD support in developing and evaluating teaching and learning programs.
- Prioritise and promote staff wellbeing as a school and workplace.
- Identify areas of growth needed in NAPLAN results for Year 3 to Year 5 students in the top 2 bands so as to challenge all students.

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 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.

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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.

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 overwhelming majority of parents who responded to the survey (96 of the 158 parents completed the survey - 61% completion rate is considered excellent) strongly agree that a Catholic religious identity is a strong focus at St Joseph's Primary School. This is evident and lived out each year through the shared vision of a school *Growing in excellence with in a Christ-centred community*. Staff, students and parents are actively involved in the prayer life of the school.

Parents confidently stated that St Joseph's is a safe place for their child and that they were made to feel welcome and encouraged to be involved in the life of the school. An overwhelming majority stated they would recommend St Joseph's to others and that the staff are dedicated and take a genuine interest in their child.

Parents acknowledged improved communication and efforts to outline explicit, clearly articulated school-wide targets for improvements. With a change in Principal in 2018, the parents have identified open and effective change-management initiatives to be implemented over time.

Student Satisfaction

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 and are told what they are learning and why. Students say they are encouraged to do their best and have opportunities to improve.

From group discussions and feedback, the students know how to behave in different situations and know the expectations held by the school. Students feel supported that they cared for at St Joseph's and they are able to learn the necessary skills to make good choices about their behaviour.

The students value the opportunity to work with new technologies in the classroom to access information and to create for their learning. This is particularly evident in Years 4 – 6 with the BYODD program. The students feel they are listened to and that their opinion counts when decisions are made.

Teacher Satisfaction

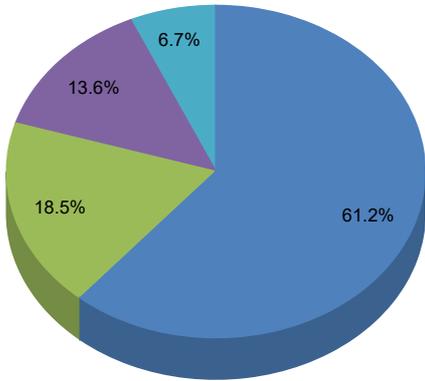
The overwhelming majority of staff gain a lot of satisfaction from working at St Joseph's Primary School. They feel supported and challenged as they grow in excellence as educators. With contemporary learning spaces and plentiful resources, the staff state they have the ability to do their job well. The school is well-maintained and planned additional learning spaces will enhance the school.

The staff feel that the school leadership know them personally and support their well-being. They are provided opportunity for professional growth and improvement in practice and to share their learning with their peers. Staff overwhelmingly state they would recommend St Joseph's as a school at which to work.

Continued development of effective collaborative planning processes support changes to contemporary and engaging teaching and learning models. This is brought about through open communication between the staff and school leadership.

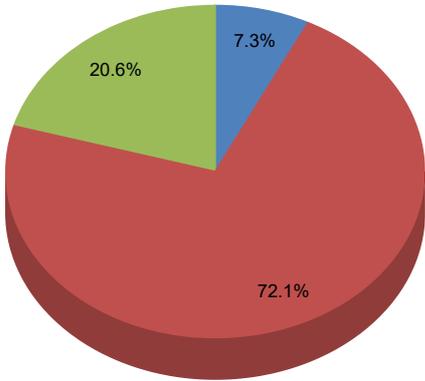
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (61.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (13.6%)
- Other Capital Income (6.7%)

Expenditure



- Capital Expenditure (7.3%)
- Salaries and Related Expenses (72.1%)
- Non-Salary Expenses (20.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,135,038
Government Capital Grants ²	\$681
State Recurrent Grants ³	\$644,357
Fees and Private Income ⁴	\$474,470
Other Capital Income ⁵	\$232,305
Total Income	\$3,486,851

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$232,986
Salaries and Related Expenses ⁷	\$2,294,362
Non-Salary Expenses ⁸	\$654,632
Total Expenditure	\$3,181,980

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.