

St Joseph's Catholic Primary School,
Narrabeen

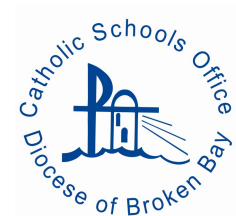
108 Ocean Street, Narrabeen 2101

Principal: Mr Michael Gallagher

Phone: (02) 9913 3766 Fax: (02) 9970 7627

Email: sjn@dbb.catholic.edu.au

www.sjndbb.catholic.edu.au



ABOUT THIS REPORT

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As this is my final year at St Joseph's I would like to thank the wonderful community for their support over the last sixteen years as principal and assistant principal. The school is in a very good place with a high quality of teaching staff and a great partnership between home and school. The support is evident through parent bodies such as the Parents and Friends Association and the School Advisory Body. These two groups have assisted me throughout the year in important decision making as well as with financial support from the P&F.

The students of St Joseph's are a credit to the school. Our *Positive Behaviour for Learning* approach to discipline means that every child knows clearly what is expected of them with their behaviour and that there are high expectations around their learning. Student leadership at St Joseph's is shared amongst all of the senior students with every child in Year 6 having a leader's responsibility within the school.

Our core values of Community, Respect, Compassion and Stewardship underpin all that we do. Our motto *Build in Love* also guides us in our journey towards building a school where everybody works together as true disciples of Jesus Christ.

Parent Body Message

The Parents and Friends (P&F) this year worked hard at involving as many parents as possible into the life of the school. We were conscious of the busy lives families have so we aimed for a smaller Fun Fair which raised money for new air conditioning in many classrooms. Procedures were streamlined to ensure transparency and security with money handling and the running of P&F events.

The P&F also began a process to move the uniform shop to an outside provider. This will be in place for 2017.

New events such as a welcome evening and end of year celebration ensured that a feeling of inclusivity was expressed to all our families. This supports the school core value of Community.

The School Advisory Council spent time working on new guidelines for parents and students on the safe and responsible use of social media and about maintaining supportive and respectful relationships within the school community. These helped to support the school's core values of Respect and Compassion.

Student Body Message

This year was unquestionably pleasurable! We participated in several school events that we took part in as a team. Stage 3 went on an adventure to Bathurst which taught us the history of Australia's early colonisation. We also took part in gala days and other educational activities.

We have understood more deeply our school values and school motto. Our school values consist

of Compassion, Community, Stewardship and Respect. We believe that these core values are the key to succeeding in life.

We had the honour of being assigned Kindergarten buddies who taught us about the qualities of maturity and responsibility. Year 5 also had the enjoyment of having buddies from Saint Lucy's. This demonstrates the responsibility that is shown by students in the community.

The majority of Year 6 will be sad to depart such a wonderful, encouraging school. We will take the lessons and memories from St Joseph's and use them through our high school experience.

We thank the teachers for the support and advice they have given to us. They have dedicated their time to educate us with engaging and interactive experiences. Through their guidance, they have enhanced our development as people and as learners.

SECTION TWO: SCHOOL FEATURES

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

St Joseph's is a small school with seven single-stream classes. Two satellite classes are also on site from St Lucy's School at Wahroonga. Our school has been around since 1939 when it was established in what is now the Fr Sobb Parish Hall. Since that time there have been four building phases with the latest completed six years ago. The school belongs to the Lakes Parish which includes our sister-school of St Rose at Collaroy Plateau.

During the year the school completed further building works with an upgrade of the Kindergarten entrance and bathroom facilities. Air-conditioning was installed into seven more classroom areas. The work of the parent community in coordinating a Fun Fair ensured that money was raised to provide for this new air-conditioning. There is a broad range of information technology used across the school. These range from a large bank of tablets that can be used individually or in pairs, to desktop computers in the classrooms through to interactive whiteboards in all classrooms and the library resource room. The library was also fitted with new contemporary furniture that allows for a more agile learning space.

The school has great support from the parents in the school community. There exists two parent support bodies; the School Advisory Council supports the principal in carrying out the Mission of the school. The group assists in living the four core values of the school and looks at ways that it can bring to life those values in our daily school activities. The Parents and Friends Association has the role of engaging parents into the life of the school through volunteering, joining social activities, fundraising and providing parents opportunities of support with the assistance of the Diocesan Parent Council.

Present at St Joseph's are two St Lucy's Satellite classes who use two of the classrooms for kindergarten and year 1 age students. These two classes have been part of St Joseph's for the past 17 years and are an integral part of the community. The school also has a dedicated Learning Support program that caters for students with a disability, intellectually or academically.

This year the school introduced Social and Emotional Learning (SEL) for the students. Along with the daily lunch clubs, the school is always looking at providing a range of activities for the students. Each class took part in at least one educational excursion or incursion. Leadership opportunities are seen as important in the school with a variety of experiences offered to the older students.

The school educates our children in being responsible, compassionate and community-minded citizens who recognise the place of Christ in their lives. Our motto, Build In Love, reflects the life of our patron saint, St Joseph.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
86	75	30	161

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.29 %. 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
93 %	95 %	95 %	94 %	92 %	93 %	92 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student

attendance and the consequences of not meeting these expectations

- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	5	20

* This number includes 7 full-time teachers and 8 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	15
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Assessment Day - a range of assessments that indicate where students are at with their learning at the beginning of the year.
Day 2	Geography and History Syllabuses - planning units of work based on the new syllabuses.
Day 3	Staff Spirituality Day - Tools for the Journey: meditation, mindfulness and gratitude. How to survive with the strains of modern society.

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

Students regularly and actively participated in weekday parish Masses. The whole school community participated in Masses and liturgies throughout the year to celebrate: Beginning of the school year, Ash Wednesday Liturgy, St Joseph’s Feast Day, Holy Week Resurrection Walk, Mother’s Day Mass, Grandparent’s Mass, the Feast of the Assumption, the Feast day of St Mary of the Cross MacKillop Liturgy, All Saints Mass, Year 6 Graduation Liturgy and End of the Year Thanksgiving Mass. The Year 6 Liturgy teams assisted with each celebration. Parish school’s Family Masses were conducted each term, as an opportunity for the two Parish schools to come together. The Term One and Term Four Masses were held at St Rose Catholic Church, Collaroy and the Term Two and Term Three Masses were held at St Joseph’s Catholic Church, Narrabeen. Family Masses were celebrated with students delivering the readings, with music and singing being supported by students from our school through the tutelage of qualified musicians and parents. The Parish Schools Family Masses were well attended by families from the school and parish community.

In 2016, the Parish Sacramental Program prepared Year 3 students for Reconciliation and Holy Communion during Term One and Term Two. Many Year 2 students prepared to make their Sacrament of Confirmation in Term Three. They were joined by children from surrounding state schools in two ceremonies both held at St Joseph’s Catholic Church and St Rose Catholic Church.

Through the work done in raising awareness around social justice, the staff and students focused on raising funds to give to a small number of charities. Both parish school’s Year Six Mission Teams came together at the ‘Mission Project Day’ to develop their collaborative plan on how to build awareness and raise needed funds and resources for those locally and abroad. From their

discussion they implemented four main initiatives, these included; Caritas Australia, Catholic Mission Australia, Candela in Peru and our local St Vincent de Paul. The students of St Joseph's are very proud of the work they do in supporting people in need; this was evident at the very successful 'Winter Appeal Drive' held at the end of Term Two, where students from across the school put together packs of warm clothes and raised money for those within our local area. At the beginning of Term Four students came together to celebrate Catholic Mission Australia's, Mission Month. Students explored the Tuk-tuk school initiative currently happening in Cambodia, raising money and awareness through a Crazy Sock Day fundraiser and visit to our own makeshift Tuk-tuk. The Social Justice Leaders of Year 6 should be congratulated for their commitment throughout the year.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2016 the core focus was to further the engagement and achievement of students using a revised model of inquiry in Geography and History measured through writing. Writing has been based on the Diocesan focus of 'Seven Steps for Writing Success' and 'The Writing Book' and this has allowed staff to improve writing outcomes and increase engagement in writing for all students.

The new History and Geography syllabuses have been implemented this year. This involved working with the teachers in groups to write units of work for the year. The school scope and sequence for History, Geography and Science and Technology will be revised at the end of the year.

We continued to support the learning and teaching of Literacy through a Literacy Coach. The coach continued to work on high-yield strategies in all classrooms, including modelling and co-teaching. Learning walks and talks were also employed in Literacy time to interact with students.

We continued to embed Extending Mathematical Understanding (EMU) throughout the school by continuing to provide training for another specialist teacher. The Mathematical Assessment Interviews (MAIs) were administered school-wide on an allocated assessment day at the beginning of the school year and the data gathered was used to map the point of need for each child in the four components of Number. Our main education goal was to differentiate the curriculum, especially for gifted and high-achieving students, so this data enabled teachers to adjust the Mathematics program for all students. We also provided parents with day/evening sessions in EMU.

Kindergarten explored a new initiative to further build connections for learning between the home and school environment. Parent collaborative planning sessions were run in Term Two, Three and Four providing opportunities for both face to face and via online modes for parents to share their child's knowledge and previous experiences on the next terms learning focus for History, Geography, Science and Technology Key Learning Areas. Parents also shared areas of exploration within our local community and connections that the teachers could tap into which may further support student learning and engagement. From these experiences, the teachers intertwined ideas and experiences to develop problem-based learning experiences. Kindergarten

has been able to access a variety of local community business, organisations and community stakeholders to help us unpack and develop positive outcomes in our areas of learning.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	48.00 %	52.50 %	0.00 %	9.60 %
	Reading	40.00 %	49.40 %	8.00 %	11.50 %
	Writing	52.00 %	48.80 %	4.00 %	6.20 %
	Spelling	32.00 %	46.40 %	12.00 %	12.40 %
	Numeracy	40.00 %	35.60 %	8.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	41.67 %	36.30 %	16.67 %	15.00 %
	Reading	33.33 %	35.30 %	25.00 %	15.50 %
	Writing	8.33 %	17.20 %	8.33 %	18.10 %
	Spelling	16.67 %	29.80 %	8.33 %	17.20 %
	Numeracy	16.67 %	28.30 %	16.67 %	16.50 %

NAPLAN Comments

NAPLAN results in 2016 displayed a slight downturn in some areas of the testing. This was

a reflection of the smaller cohort in Year 5 as opposed to the previous year. Despite this fact, our students in Year 3, where the cohort size that sat the assessments was an average class size, the results reflected closely those of the state. However, Spelling is one area that has room for improvement.

Each year targets are set for each year level in NAPLAN based upon the trend in school results but also with consideration given to the abilities of the students within each cohort. It is important to set high expectations for students in their learning and to set individual goals for their learning. NAPLAN is only one form of assessment that is used to set these targets.

In the future, the focus will be on the individual growth of ALL students, no matter where they sit within the class. About 97% of students from Year in this year's NAPLAN demonstrated growth across all areas of testing. Some of this growth was minimal while the growth of others was substantial. While significant growth is the desired outcome, it is hoped that all students, even those with an intellectual or learning disability or difficulty, will still show growth in their results.

Some students are exempted from NAPLAN due to disability, however many are included in the assessments and this has some impact on the overall school results. These students are supported throughout the year with the aim for them to attempt the assessments with confidence and a sense of achievement.

NAPLAN is analysed closely when the data is released later in the year. Individual student's results are analysed as well as selecting areas that need to become a focus for improvement in the school for the following year. These areas will be highlighted in teaching programs for the teachers to continue working on, but will also become part of individual student's learning goals.

As part of the future focus in the area of learning and teaching, Writing will continue to be an area for professional learning for teachers with Spelling being a significant part of this.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

Pastoral Care and Wellbeing are a significant part of learning in schools today. Studies show that without a strong sense of wellbeing at school, students will not perform to their potential. Many government and system initiatives are being introduced to meet this need.

At St Joseph's there are many initiatives in place that meet the increasing demand of parents, teachers and students in wanting support for the wellbeing of the children. These include referrals to a dedicated school counsellor, the support of outside agencies such as Catholic Care, the continued professional learning of teachers around the framework of KidsMatter, and the support of children daily with the optional activities which we refer to as "lunch clubs".

Underpinning these initiatives is a strong behaviour management system known as *Positive Behaviour for Learning* (PBL). This system ensures that every member of the school community is clear on what the school's expectations of behaviour are, that children are recognised and rewarded for meeting these expectations and that there are consequences for not following the expectations. Being a smaller school, every teacher is aware of every child and there is an understanding that the welfare and care of every student is the responsibility of every teacher, not just the classroom teacher of a child.

In 2016 there were about six referrals to the school counsellor at the request of the child's parent or teacher. The support of the school counsellor is extremely important in meeting the needs of the child in the school context.

KidsMatter, a government initiative, is a framework for primary schools throughout Australia, to support the mental health of students by creating positive school communities, by working closely with parents, by recognising the social and emotional needs of the child and by providing support for the child when mental health becomes an issue. The final component of KidsMatter training will be implemented in 2017. Part of the focus in 2017 will also be to map the social and emotional growth of students onto a continuum so as to monitor at-risk students.

Our daily lunch clubs allow students who may find the playground challenging at times, a refuge where they can interact in smaller groups with the supervision of teachers trained to support their wellbeing.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Our three goals for the year were:

- Deepening the faith of our community through opportunities of formation including; prayer, meditation and spiritual exercises. (This was achieved by focusing on one aspect each term and then introducing it into the classroom with the students).
- To further the engagement and achievement of students using a revised model of inquiry in Geography and History measured through writing. (During the year different stage levels looked into various models of inquiry such as Challenged- Based Learning, Project-Based Learning and the Murdoch Inquiry Model. The introduction of the two new syllabuses allowed us to focus on the discipline of each of the syllabuses).
- To develop students' sense of wellbeing through working collaboratively with parents in implementing KidsMatter Component 3. (Component 3 was promoting to the parent community the concept of KidsMatter and how it allows for the school to work on student wellbeing in a day-to-day manner. The highlight was the launch of KidsMatter in Term 4).

In 2016, St Joseph's went through a self-review process of the last three years with the aim of naming the goals for the next three years.

Priority Key Improvements for Next Year

As a result of the self-review in 2016, three new goals have been developed as the basis of the annual goals for the next three years. These are:

- To strengthen Catholic identity through our school four core values. (Next year will be for all students to be able to name the school's four core values and how these are evident in the daily life of the school).
- To increase the learning growth of all students. (The focus for 2017 will be to set the expectation that every child will grow at least five-scaled score points in the standardised tests used in the tracking of student growth).
- To focus on student wellbeing for learning. (Next year, as a measure of the success of the

initiatives that are in place, we hope to see a decrease in the number of "incidences" between students as measured by the wellbeing team in the school).

Pastoral Care and Student Wellbeing are areas of strength at St Joseph's and the aim is to continue to grow and build upon success.

SECTION TEN: 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent feedback this year came through the two parent representative bodies, the Parents and Friends Association (P&F) and the School Advisory Council.

Both bodies expressed great satisfaction with the school across many aspects. These included the professionalism of the teaching staff and their commitment to the students within the school. The vast majority of parents were highly satisfied with the opportunities they had for involvement in their children's learning such as information evenings in Numeracy and Behaviour Management and the invitation to be involved in the planning of their child's learning, especially in Kindergarten.

The P&F worked hard in uniting the parent community through initiatives such as the Fun Fair planning and volunteering in the school. While it is harder to get volunteers due to increased work commitments, parents expressed their willingness to be involved in a positive school community.

The members of the Advisory Council were also a voice for the parent community and through them, parents expressed their overall satisfaction with the school in building both a highly pastoral and educational community.

Student Satisfaction

Students expressed their satisfaction in many ways this year. Many of the students in the older grades participated in a study by the University of Sydney which looked into student satisfaction at school and their feelings of worth, value and safety. Responses indicated a high level of worth within the school and appreciation for the quality of education they were receiving. They expressed a great deal of satisfaction with the learning experiences they were given throughout the year.

There is a very strong sense of comradery amongst the students for a number of reasons. The value of compassion is strongly entrenched amongst the children and they report a sense of duty to look after each other. The "buddy" program builds this support for each other as well as programs such as Peer Support and Seasons for Growth. Students will often feedback to the teachers how these initiatives allow them to feel that feel they are making a difference to their school and the lives of other children.

The satisfaction of the outgoing Year 6 students was expressed very clearly by one student who wished that St Joseph's could become a high school so that they would never have to leave!

Teacher Satisfaction

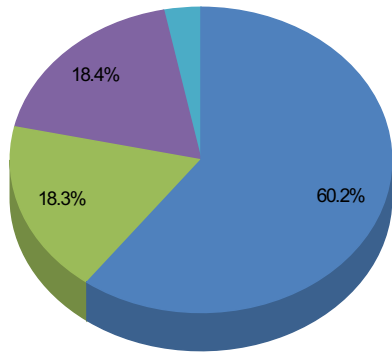
There are many ways to measure teacher satisfaction at a school and one of the most obvious is the retention rate of teachers. This has been very high over the past few years, however in 2016 five staff took leave or finished their time at St Joseph's. The reasons were not those of dissatisfaction. Some were due to maternity leave, travel and new opportunities.

The teachers of St Joseph's are a very dedicated and professional group and highly committed to their vocation. There were over forty applicants for two teaching positions when first advertised. This supports the opinion that the satisfaction among the teachers is very high.

SECTION ELEVEN: FINANCIAL STATEMENT

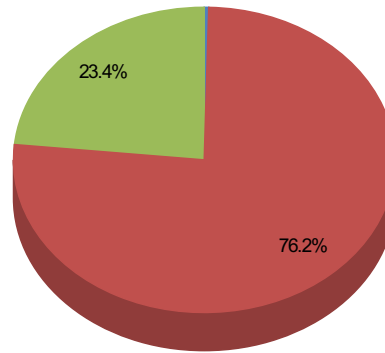
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (60.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.3%)
- Fees and Private Income (18.4%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (76.2%)
- Non-Salary Expenses (23.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,506,224
Government Capital Grants	\$0
State Recurrent Grants	\$457,085
Fees and Private Income	\$460,135
Other Capital Income	\$78,537
Total Income	\$2,501,981

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$9,029
Salaries and Related Expenses	\$1,824,436
Non-Salary Expenses	\$560,090
Total Expenditure	\$2,393,555