

Annual School Report



St Joseph's Parish Primary School, Balranald

106 Church St, Balranald NSW 2715

Principal: Natalie Lay

Phone: 03 5020 1592

Fax: 03 5020 1922

Email: principal.balranald@wf.catholic.edu.au

Website: www.wf.catholic.edu.au



ABOUT THIS REPORT

St Joseph's Parish Primary School, Balranald is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2016 has once again been a very busy and productive year at St Joseph's. The children were involved in many academic, sporting, and cultural events across the course of the year, with many achieving personal success.

As part of our ongoing commitment to review and improvement, the school participated in our scheduled compliance audit. We welcomed seven members of the CEO team to our school to facilitate the process. We received recommendations that will inform the development of our policy and procedures for the next five years.

We sadly lost one of our beloved staff members, Mrs Geri Coates in July 2016. Mrs Coates was a classroom teacher whose dedication and commitment to her students is greatly appreciated. Her kind, caring, thoughtful and loving nature will be missed.

Parent Body Message

Some of the things that we as a P&F have participated in this year include: donut stalls, fun run, holiday raffle, senior lunch, several other catering events and of course our fete.

All this is to benefit our beautiful children and enrich their schooling experience by providing things on top of their already fantastic school experience that they get here at St Joseph's Balranald.

This year we have been able to provide: An upgrade of the sandpit toys, -Mothers and Father's day stalls, presentation night books, K-6 across school upgrade of Mathematics equipment, Intensive Swimming Program and various other things.

After all these events and purchases we have made \$14,000 profit which we are working to put towards an upgrade of the playground and sporting facilities. All these things would not be possible without the help of the Balranald businesses and numerous community groups that so willingly assist us. On behalf of the P&F I would like to thank them all as there are too many to mention.

Student Body Message

We have had a great year this year and we have enjoyed representing our school at different events such as ANZAC Day, Remembrance Day and at various sporting events. We would like to thank all of the staff and our parents for a great year. We are looking forward to high school but will miss St Joseph's when we leave. We wish everyone a safe and happy Christmas and a very happy 2017.

SECTION TWO: SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Balranald. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 52 students.

The Sisters of St. Joseph established the school in the late 1880's, followed by the Sisters of Mercy in 1894. The last Mercy nun to teach at St. Joseph's was Sister Patricia Higgins in 1984. These Sisters were brave and courageous women of deep faith and dedication to the education of the children. They gave service to St. Joseph's for 90 years. Lay teachers have now replaced the nuns.

Our school motto is 'Follow Mary' and stems from our heritage with the Sisters. Our school strives to create an atmosphere of care and concern where the development of the whole child – academic, social, emotional and spiritual is our highest priority. A new school foundation stone was blessed and laid by The Most Reverend D. Mannix, Archbishop of Melbourne in 1922. Three new classrooms were built in 1963 and a further extension in the late 1980's.

As part of the 'Building the Education Revolution' program, our library has undergone a total refurbishment, a covered walkway has been built, joining the school to the toilet block and we have a new Covered Outdoor Learning Area (COLA). The classrooms have been refurbished as part of this program. We have also undergone a technology upgrade, with 'Chromebooks' replacing our old computers and we have wireless internet access across the school.

We are very proud of our Catholic heritage and strive to provide a welcoming environment where the strong links between the school and the parish are evident.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
21	31	0	52

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92%
Year 1	91%
Year 2	92%
Year 3	96%
Year 4	92%
Year 5	96%
Year 6	94%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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.

School staff, under the Principal's leadership, supports 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; and
- 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 Director of Catholic Education or designated CEO Wilcannia-Forbes 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 FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	7	12

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

Percentage of staff who are indigenous	8%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	5
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 CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Spelling; Child Protection; Programming Package
Term 2	Introduction of NSW BOSTES Syllabus: Geography
Term 3	Spirituality Day with Bishop Columba Macbeth-Green
Term 4	English Education Plan; Agreed practice in the teaching of English

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

‘MacqLilt’ training in Griffith; Gifted Education; Live Life Well at School conference in Dubbo; ‘Extending Mathematical Understanding’ (EMU) ongoing training for both executive and specialist teacher; A-E reporting update; Special Education meetings; Programming and Expectations and ‘First Steps Writing’ train the trainer program.

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Prayer, Liturgical Life and Faith Experiences

Prayer is central to school life at St Joseph's. Each day begins with prayer and during the day students are involved in classroom and whole school prayer. This year students have responded positively to the introduction of the Angelus at noon. All school assemblies begin with a short liturgical service. St Joseph's is enriched by many liturgical celebrations. Our Parish Priest and the staff of St Joseph's work closely together to ensure the liturgical life of the school includes the parish, families and wider community. Each class is responsible for preparing and leading a Mass once a term. Celebrating Masses and liturgies is a fundamental part of St Joseph's. Special feast days are recognised by whole school and parish celebrations.

Parish Partnerships

St Joseph's Parish School is a central part of St Dymphna's Parish. The staff members of St Joseph's Parish School are involved in the life of the parish through participation in the Liturgy as readers, commentators and Eucharistic ministers. School staff lead parish sacramental preparation, educating and preparing students, not only from St Joseph's, but the wider community, including Tooleybuc, Clare and Mildura. Classroom teachers prepare the students for the Sacraments of Confirmation, Reconciliation and Eucharist. Students and families are invited to be connected to the parish community through participation and inclusion in parish activities.

Copies of the weekly school newsletter are left in the church for parishioners to read and keep up to date with happenings at the school.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	27.2

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW 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 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

We have continued our commitment to the EMU program, an intensive Mathematics program that supports those children in Year 1 or Year 2 who need additional support in Mathematics.

Our senior students have been working on the 'MacqLit' program to support their development in Literacy. This program is an intensive small group intervention that is resulting in pleasing academic gains in Literacy in our senior years.

The whole school adopted the 'Soundwaves' program to support our existing spelling program across the school. This program has allowed us to further ensure that our students are engaged in an individualised spelling program that is aimed at their level of achievement and ability.

The 'MiniLit' program continues to support our Year 1 and Year 2 students in developing their skills in Literacy. Once again, pleasing academic gains are being experienced by all of those students who are taking part in this intervention program.

Our students worked with local artist, Jan Lawler on creating a piece of art to be auctioned at our annual school fete. Mrs Lawler willingly gives of her time to work with each class to create a unique and memorable piece of art that reflects the interest of each class. We are very grateful to Mrs Lawler for her generosity.

We participated in a cluster 'Mini Vinnies' gathering in Hay. This was an excellent opportunity for our students to meet and engage with like-minded students. It was a very positive and rewarding experience for those members of our 'Mini Vinnies' organisation who were able to attend.

Our Science and Technology program has been enhanced across the course of this year by the generous support of our school's P&F who purchased the resource kits for our "Primary Connections' units, as well as the Diocesan Chromebook Initiative that continues to ensure that all of our students have access to their own device to engage with 21st Century learning.

The students in Years 4-6 participated in the inaugural Southern Cluster Brain Olympiad in Hay. The day was a fantastic success, with our team of boys doing an outstanding job of representing our school. We very much look forward to participating in the 2017 Olympiad.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	100%	71.9%
	Reading	100%	96.9%	87.5%	70.9%
	Writing	100%	98.7%	87.5%	80.8%
	Spelling	100%	96.8%	87.5%	76.1%
	Numeracy	100%	96.9%	75%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	0%	64.2%
	Reading	75%	94%	25%	62.3%
	Writing	100%	94.8%	0%	50%
	Spelling	100%	94.6%	0%	63.6%
	Numeracy	100%	95.8%	0%	57.1%

The small numbers in our Year 3 (8 students) and Year 5 (4 students) makes drawing statistically accurate conclusions difficult.

It was very gratifying to see all of our Year 3 students at or above national minimum standards in all aspects of the suite of NAPLAN tests.

Our Year 5 students are working hard to improve their overall results in all areas. We examine our data and look for patterns and areas of strength and areas for further development. Our NAPLAN data is one of the tools we use to determine both our Literacy and Numeracy focus each year.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) 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.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Joseph's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

The staff, in consultation with our school consultant and education officer made changes to the policy to include playground behaviour monitoring and recording.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed at the school. Please inquire at the school office for copies of all policies.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

We have a very strong belief in the importance of the partnership between home and school to ensure the best outcomes for all of our students. Our parents are always welcome to be part of our school life and we have an open-door approach to welcoming parents to our school.

We have developed our 'Making Jesus Real' approach to how we operate as a school, working hard to be people who follow the example of Jesus in how we interact with others.

In 2016 we amended our school leadership policy to ensure that all Year 6 students have a position of responsibility/leadership across the course of the year. We have had a very successful and rewarding year of student leadership this year. We will be looking at expanding this model in 2017 and beyond.

Our successes in the areas of respect and responsibility are celebrated in our weekly school newsletter and at our whole school assemblies (3 per term). Our major awards each term focus on St Joseph and the example he set, as well as Catherine McAuley and the care and compassion that she showed to others. These awards are presented once per term at our final assembly each term.

We utilise the 'Restorative Practices' model of dealing with things when they go wrong, working with all parties to ensure the best outcome for all involved. This approach is a very respectful and meaningful way to restore right relationships within our school community.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	<p>The staff will engage in a Spirituality Day with Bishop Columba Macbeth Green. This will allow all staff to explore the term Spirituality and make connections with their own faith journey and how our faith can sustain us during times of personal challenge, grief and loss.</p> <p>To strengthen the links between school and parish through the sacraments and parish/school shared liturgical celebrations. To continue to embed MJR (Making Jesus Real) into our daily school life.</p>
Reason for priority 1	<p>As a Catholic school, it is important that we focus on the spiritual wellbeing of our staff and students.</p> <p>As we are a proud school within the parish of St Dymphna’s, we need to build and maintain strong links between the school and the parish.</p>
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<p>Attending the Spirituality inservice day with Bishop Columba.</p> <p>Promoting and encouraging our commitment to MJR by our students nominating fellow students who demonstrate the identified characteristics such as respect, care, compassion etc.</p> <p>Encouraging our families to be actively engaged in the life of our parish by fulfilling various ministries within the parish.</p>

Status of priority 1	<p>Spirituality and wellbeing will continue to be a focus for our school in 2017 and beyond.</p> <p>We have a section each week in our newsletter devoted to celebrating MJR in our school.</p> <p>Our families will continue to be encouraged to take an active role in the liturgical life of our parish</p>
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Priority 2	<p>For all students to demonstrate significant improvements in the conventions of spelling as a result of our whole school focus on explicit teaching of effective spelling strategies. This includes the introduction of 'No excuse' words across all classrooms.</p>
Reason for priority 2	<p>Analysis of a variety of data sources indicate that spelling is an area that needs focus across the school.</p>
Steps taken to achieve priority 2	<p>Whole school implementation of 'Soundwaves' as our main spelling resource.</p> <p>Engaging in professional learning around the 'Spell it' resource and how it can provide targeted support.</p> <p>Teaching staff engaged in professional learning in our cluster group as well as engaging in professional reading in staff meetings around spelling.</p> <p>Monitoring students' progress across the course of the year. Introduction of 'no excuse' words across all classes.</p>
Status of priority 2	<p>Spelling continues to be a major priority area and will be monitored closely.</p>

Priority 3	To explore and implement a review of agreed practice in Mathematics focussing on blocks of time per content area in line with the philosophy behind <i>Extending Mathematical Understanding</i> (First wave training) while ensuring diocesan scope and sequence is being followed.
Reason for priority 3	Following on from the work we have completed following the philosophy of Dr Ann Gervasoni with building neural pathways for successful mathematics learning, we feel that longer periods of concept instruction in Mathematics will be beneficial for all students.
Steps taken to achieve priority 3	<p>Introduction of new approach to our Mathematics block. Determining agreed practice across the school so that all classes are engaged in the same content areas for the same amount of time.</p> <p>Financial commitment to purchase new Mathematics equipment for all classes to ensure all children have access to appropriate resources in all strands of Mathematics. Development and formulation of a data wall related to Mathematics</p>
Status of priority 3	<p>Ongoing.</p> <p>Reflecting on our 2016 results, progress is being made. Further work will continue in 2017 and beyond.</p>

Projected Priorities for 2017

~~{Please note priorities are to focus in the areas of faith and learning}~~

Priority 1	<p>To revisit and revamp our school's Vision and Mission statement</p> <p>Through</p> <ol style="list-style-type: none"> 1. Developing a knowledge of the school's history and charism 2. A deeper understanding of the school's values 3. Reflecting on the needs of our school and the various stakeholders 4. A stronger link to the parish
Reason for priority 1	<p>New members of staff - opportune time to work together. Last review of Vision and Mission was 2007. There have been new directions and input at CEO level that need to be reflected in our document</p>
Steps taken to achieve priority 1	<p>Involving the staff, students, parish members and parish priest to review and reflect on our Vision and Mission statement.</p> <p>Seek the input and support of the diocesan RE team to guide the process.</p>

Priority 2	<p>By December 2017 75% of student will be achieving at their expected writing cluster.</p> <p>All students will progress through one writing cluster per academic year.</p> <p>All teaching staff will have a working knowledge of NAPLAN Writing marking criteria and will use this information to inform their teaching.</p> <p>All teaching staff will have completed professional learning around 'First Steps: Writing' and the use of this resource will be evident in teaching programmes.</p>
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<p>Reason for priority 2</p>	<p>NAPLAN writing results and classroom data indicates a need for a specific focus on developing writing skills K-6.</p> <p>Revamping our English Education Plan - explicit focus areas for how we teach writing. Fine tuning agreed practice across the school.</p>
<p>Steps taken to achieve priority 2</p>	<p>All members of staff (teachers and teacher's aides) will engage in professional learning around the 'First Steps: Writing' resource, as well as analysing writing samples in line with NAPLAN writing guides.</p> <p>Creation of a data wall related to writing and exploring best practice to ensure our students move between clusters.</p> <p>Providing extra support to those children who are not progressing in line with expectations utilising a case management and in class support.</p>

Projected Priorities for 2017 cont'd

Priority 3	<p>By December 2017</p> <ul style="list-style-type: none">• top 20% of students will be extended beyond their growth points• 80% of students will be achieving at their 'on the way' growth points in the four domains of Number.
Reason for priority 3	<p>Evident from MAI data that students are having difficulty</p> <ul style="list-style-type: none">• moving from GP2 to GP3 in place value moving from GP5 to GP 6 in counting. <p>It has become evident that our highest achieving students need further extension to reach their full potential.</p>
Steps taken to achieve priority 3	<p>Introducing strategies such as word problem solving during Mathematics sessions.</p> <p>Introduction of an extension group that will be working with St Michael's Deniliquin to develop skills in coding. We will be utilising video conferencing to facilitate this process.</p> <p>Whole school Mathematics groups targeting vulnerable domains as evident from MAI assessment.</p>

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

Our parents as determined through conversations, written responses to surveys and evidence throughout the year, have a positive view of our school and feel that their voices are heard. They are very pleased with the introduction of our 3 weekly interim reports and feel they are a valuable means of communication between home and school.

The responses indicate that parents are satisfied with the range of co-curricular activities that we offer and feel the school helps their child to develop a knowledge and understanding of the Catholic tradition.

Student Satisfaction

Our students are engaged learners who appear to be very happy to come to school. When things go wrong on the playground they are able to seek assistance and support as required. Our students are very aware of our behavioural expectations and are able to articulate what they mean in realistic terms. Our students are familiar with Restorative Practices as a means of achieving positive outcomes when things go wrong. St Joseph's is a happy and generally rewarding school for our students.

Teacher Satisfaction

Our staff is enthusiastic and engaged and experience a high level of satisfaction from their work at school. The introduction of Teacher Learning Plans this year has seen teachers take up opportunities to engage in professional learning that focuses on specific areas of interest and need across the school. The staff is very responsive to the needs of our students and we have a very collegial, supportive culture within the school. The death of our dear colleague this year has seen our staff unit draw closer together to support each other as we come to terms with this great loss.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<i>\$715,608</i>	Capital Expenditure	<i>\$953</i>
Government Capital Grants	<i>\$4,112</i>	Salaries and Related Expenses	<i>\$870,176</i>
State Recurrent Grants	<i>\$212,269</i>	Non-Salary Expenses	<i>\$136,966</i>
Fees and Private Income	<i>\$80,386</i>	Total Expenditure	<i>\$1,008,095</i>
Other Capital Income	<i>\$0</i>		
Total Income	<i>\$1,012,375</i>		