

St Joseph's Primary BARRABA  
Annual School Report to the Community

2015



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**Principal**

Mr Peter Holmes

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## ABOUT THIS REPORT

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St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* 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 Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

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

### **Principal's Message**

St Joseph's Barraba is a vibrant and progressive school, providing a high quality Catholic Education to students in the local area. Throughout the 2015 school year we celebrated many achievements and learning opportunities spiritually, personally, socially, academically and culturally.

Our school motto is "In All Things Charity" and it is this founding statement that is at the heart of everything we do as a school community. St Joseph's enjoys the fervent support of the school, parish and local community. This strong sense of community is fostered within the students who are both encouraged and supported in their participation in local community events and ceremonies.

Religious Education and faith formation was strong throughout the year. St Joseph's attended Masses, celebrated the Sacraments of Reconciliation and Eucharist and raised money for a number of charities. Academically we experienced many learning opportunities and achieved pleasing results across all KLAs. We also enjoyed a wide variety of social and cultural experiences.

### **Parent Body Message**

St Joseph's Barraba had a very busy year with sporting commitments, fund raising projects underpinned by our hard working P & F team and some very well deserved success on an academic level winning the Brain Olympia Small Schools Division.

The experienced staff worked very hard and maintained a smooth running school. In recent years St Joseph's has experienced strong growth in student numbers and this has been achieved against a backdrop of very stagnant population levels in the Barraba district. This in itself says much about the school, how it is run and what it stands for as parents are placing higher importance on the principles of the Catholic Education System and the way it is administered at a local level. We should all be very proud of our thriving little school.

As we look to 2016 I am encouraged by the team that is St Joseph's Barraba.

### **Student Body Message**

At St Joey's the teachers are the best. Some of the best days of school are our sporting carnivals. Whether it is cross country, swimming or athletics, these days are always fun with the whole school and families getting together and it doesn't matter if you win or lose, everybody cheers

you on.

We got the chance to represent the school at the Remembrance and ANZAC Day services. They were proud moments.

The students in Year 3 celebrated receiving their First Eucharist and students in Year 2 celebrated their First Reconciliation.

The students in Year 5/6 visited our nation's capital Canberra. We learnt a lot about its history and the importance of traditions. We also learnt how the country is governed and the importance of our democracy.

Year 3 /4 students attended Camp Keepit and learnt the importance of working together. They also learnt valuable new life long skills.

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## SECTION TWO: SCHOOL FEATURES

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

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St Joseph's Barraba has been offering a high quality education to the children of Barraba for over 100 years. St Joseph's was established in 1910 by Father Collender and the Sisters of St Joseph.

Sister Imelda and Sister Dara were the first teachers at the school. The Sisters of St Joseph's provided a quality education from 1910 until they withdrew from the Parish at the end of 1987. In 1988 the first lay principal was appointed and since then the school has been staffed completely by lay principals and teachers. The 2010 school year was a very proud moment in the history of St Joseph's Barraba as it celebrated its Centenary. In 2011, a major building project took place under the BER Project and St Joseph's now boasts a new library, administration area, COLA and canteen.

St Joseph's is in St John's Parish Barraba and the student body is made up of students from the township of Barraba and local farming areas.

There are two major parent bodies supporting the school: the P&F and the School Board. The P&F hold a number of fundraising events throughout the year to raise additional funds for the school and assist with working bees, while the School Board provides wise counsel throughout the course of the year.

St Joseph's Barraba is active within the local parish and town community. The students attend Mass every first and third Tuesday of the month and participate in local activities, including the ANZAC Day March, Australia Day activities, the Barraba Show, Granny/Pops program and Frost Over Barraba. As a school community they also raise money for a number of charities including Caritas Australia and Catholic Missions.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
41	31	1	72

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale 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.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

### Student Attendance Rates

The average student attendance rate for 2015 was 91.64%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.48%
Year 1	90.90%
Year 2	94.88%
Year 3	91.98%
Year 4	90.41%
Year 5	90.24%
Year 6	93.62%

## **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;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale 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.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2015:

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

\* This number includes 4 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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 School held the equivalent of five staff development days this year with areas of focus as follows:

<b>Term 1</b>	Curriculum Focus: History implementation
<b>Term 2</b>	Religious Education Reflection Day; Workshop on Catholic Values and Principles
<b>Term 3</b>	New Maths Syllabus
<b>Term 4</b>	Health: Asthma and Diabetes

A number of Staff Meetings were used throughout 2015 for further staff development in other areas including Child Protection, Curriculum Development and following up work commenced on Staff Development Days.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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St Joseph's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The Religious Education Co-ordinator/Principal and class teachers liaise with the Parish Priest, when preparing the children of the parish for Sacramental programs and for whole school Masses. Parents of students in sacramental classes attend a parent information meeting at the commencement of the instruction period for each Sacrament with the parish priest, class teacher and REC/Principal. At these meetings parents are informed about the sacrament, the sacramental program and procedures for the celebration. Each year the students in Year 3 from St Joseph's School are prepared in class to receive the Sacrament of the Eucharist for the first time. The students in Year 2 receive the Sacrament of Reconciliation for the first time during the year. The Sacrament of Confirmation is celebrated biannually.

The celebration of each of all three Sacraments is very special and the children participated with great reverence.

Celebrating Mass twice a month is an integral part of the faith journey of everyone at St Joseph's. The Parish Priest provides guidance through his homilies and interactions with the school. He assists all of the children to recognise that they are each an important member of the Church. Parents and friends are always welcome to join the school in celebrating the Mass.

Special occasions and feasts are celebrated at St Joseph's through both Liturgical and Eucharistic celebrations. Students who have received the Sacrament of Reconciliation have the opportunity to receive this sacrament throughout the year.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	30.80

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education and the Australian Curriculum. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school utilised the Board of Studies Documents for the six KLAs and implemented the curriculum requirements of the Catholic Schools Office for Religious Education. The morning sessions at St Joseph's were devoted to Literacy, Numeracy and Religious Education. Additional needs remained a strong focus for the school. Significant resources and staffing were dedicated to providing small group assistance particularly in the areas of Literacy and Numeracy development. 2015 was the third year of the Diocesan Learning Enhancement Strategy where the Minilit Program and the Reading Tutor Program supported the teaching of Literacy at St Joseph's. Throughout the year three Educational Assistants worked intensively with small groups of students for one hour per group Monday – Thursday. All of this hard work was rewarded with, the students making very pleasing progress with Literacy. In addition one teacher monitored the Program and student achievement within the school. The work of this Project Teacher was fundamental to ensuring the success of the program.

Academically St Joseph's experienced many learning opportunities and the children achieved pleasing results. This was most evident at the Brain Olympia competition where the children once again won the small schools section. A wonderful achievement!

Student representation has been strong at the many sporting events with students travelling across the diocese to compete in many areas including swimming, athletics, and touch football. We are very pleased with the students' participation at all sporting activities as good sportsmanship and fair play have been characteristics of the way students from St Joseph's competed.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	60.00%	48.20%	0.00%	11.00%
	<b>Writing</b>	70.00%	46.80%	0.00%	7.40%
	<b>Spelling</b>	50.00%	41.10%	10.00%	14.50%
	<b>Grammar</b>	60.00%	51.80%	30.00%	10.70%
	<b>Numeracy</b>	70.00%	33.60%	0.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	33.00%	33.40%	33.00%	18.20%
	<b>Writing</b>	0.00%	19.10%	17.00%	17.50%
	<b>Spelling</b>	17.00%	32.60%	0.00%	15.30%
	<b>Grammar</b>	33.00%	36.20%	17.00%	16.20%
	<b>Numeracy</b>	17.00%	27.50%	33.00%	15.80%

### **Student Welfare Policy**

No changes were made to this policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to this policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our

school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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 Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

### **Initiatives Promoting Respect and Responsibility**

At St Joseph's School we are committed to instilling within the students a sense of respect and responsibility towards others. Lessons promoting respect and responsibility are taught in each class and are imbedded within Religious Education and PDHPE lessons. The School Captains and Sports Captains are elected by their peers and given roles of responsibility and all other students are rostered onto tasks around the school such as ringing the bell, raising the flag and leading school assemblies to help promote a sense of responsibility. Another of the main ways that we endeavour to instil respect and responsibility within the students is by participating in activities that show respect for the people of this community. The nature of these activities tends to be the same each year and it is important for the school to play their role in these community events. These activities include attending the ANZAC Day service where the students marched to the memorial, the Barraba Show where the students' work was displayed and the Remembrance Day Service. In addition the students were encouraged to become members of local sporting teams and organisations.

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## SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

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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 Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2015**

During the 2015 school year St Joseph's continued to promote opportunities for the school community to participate in Prayer and Liturgy. Significant staff development was undertaken as we implemented the new English and Science Syllabus and prepared for the implementation of the new Maths and History Syllabus. Intensive Learning Enhancement Strategies continued to produce successful student learning outcomes with the Minilit and Multilit Programs and the implementation of Best Start for Kindergarten. The students and the staff experienced and engaged in a variety of collaborative teaching and learning experiences, continuing to review and update School Plans, Policies and Procedures remains a priority for St Joseph's School.

### **Priority Key Improvements for 2016**

St Joseph's has a number of priority areas for future positive growth and development. The key areas include parent education, community and grounds. A variety of professional development opportunities will be undertaken to further consolidate and implement the new Australian curriculum. The promotion of collaborative programming and the purchasing of new ICT resources will be central to achieving this goal. Promoting the Catholic identity of the school and continuing to develop strategies to promote pastoral care, resilience and well-being are central to developing a strong sense of community. WHS is a school priority and landscaping and planting will be essential to improving areas of the playground affected by erosion.

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**

Overall parents are very satisfied with the educational opportunities offered at St Joseph's. Parents recognise that the school embodies a positive teaching and learning environment. The parents enjoy the small school atmosphere of St Joseph's and the small class sizes. Consequently the personal touch that St Joseph's offers, is highly valued by the parents. The friendly and caring atmosphere that epitomises St Joseph's is identified by parents as the quality they like the most. Subsequently the sense of community is strong with parents feeling their children are well supported and cared for. The promotion of Christian and family values is important to parents. Parent satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback through parent bodies.

### **Student Satisfaction**

Overall students are very satisfied with the educational opportunities offered at St Joseph's. The students enjoy the wide range of learning opportunities the curriculum offers and the many opportunities that the students have to use a wide range of technology in class is a highlight for them, enhancing their learning. The students at St Joseph's particularly enjoy the friendships they have with students of various ages. Playing sport with their friends and having the opportunity to play a variety of games during break times as well as during Sport and PE is a highlight for the students. St Joseph's has a wide range of sporting equipment that encourages the students to play. The students also thoroughly enjoy canteen each Monday.

Student satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback from school leaders.

### **Teacher Satisfaction**

The members of staff at St Joseph's express a high level of job satisfaction. They enjoy working in a work environment that is professional, open and friendly and is based on respect and understanding. All staff members experience the support of colleagues and also feel supported by the wider school community. The close relationship the school has with the Parish Priest is intrinsic to fostering a strong and positive sense of community. As the new Australian Curriculum is introduced and implemented, collaborative programming has promoted positive professional growth amongst all members of staff who value opportunities to update their skills and

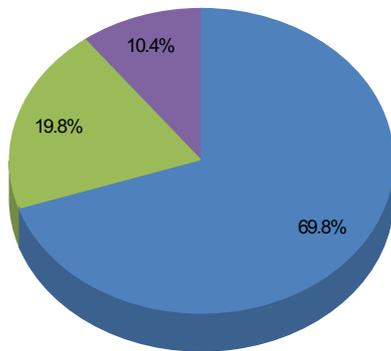
knowledge. All members of staff are committed to ensuring a high standard of teaching and learning outcomes for the students. Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback from members of staff.

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**SECTION ELEVEN: FINANCIAL STATEMENT**

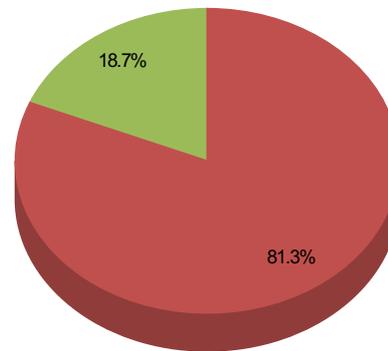
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Income



- Commonwealth Recurrent Grants (69.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (10.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (81.3%)
- Non-Salary Expenses (18.7%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$687,146
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$194,936
Fees and Private Income <sup>4</sup>	\$101,996
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$984,394</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$115
Salaries and Related Expenses <sup>7</sup>	\$794,135
Non-Salary Expenses <sup>8</sup>	\$183,067
<b>Total Expenditure</b>	<b>\$977,317</b>

For the 2015 year the St Joseph's Primary received \$316 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

**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.

**Enrolment Policy**

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at; <http://www.arm.catholic.edu.au> .