

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

2017



**School Contact Details**

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**Principal**

Mrs Judy Elks

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## ABOUT THIS REPORT

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St Joseph's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is 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 **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA 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**

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. An independent organisation was engaged to survey parents with regards to their level of satisfaction. We had a 88% completion rate of our parent body. The School Improvement survey that allowed us to see what we were doing well and areas we could improve in. Our Overall satisfaction rate was 85%

### **Parent Body Message**

The parent body are very pleased with the staff and the care and interest they show the students and the way in which our school manages behaviour incidents. They were impressed that the school responds quickly to parent concerns and that we encourage parent involvement. They also praised how we engage students in their learning, that technology plays a major role in classrooms, that the school is a safe place and school grounds are in good order.

Parents indicated the need for the school to improve the look and purpose of our school website to further develop our ability to communicate with parents and the wider community. They also wanted a greater focus on Music.

### **Student Body Message**

An independent organisation was engaged to survey students with regards to their level of satisfaction with regards to six key areas of the school. Overall satisfaction was 94%. Summaries for student satisfaction scored St Joseph's as excellent in every one of the areas surveyed. The students noted that the staff are always supportive of their learning and always encourage the students to do their best. They also commented on how friendly the students are and the excellent access to technology. The students noted that they are looking forward to our school growing in numbers.

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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 URALLA.

St Joseph's Catholic Primary School is a small rural Catholic systemic co-educational school located in Uralla. St Joseph's was established by the Sisters of Saint Joseph in 1886. In 1896 Mother (Blessed) Mary MacKillop paid a visit to the school. Mother Mary wrote in her diary on 29 April 1896 that she 'was very pleased with the school and children'. The Sisters of Saint Joseph withdrew from the school in 1984 after 99 years of dedicated service to the Armidale Diocese. The first lay Principal was appointed in 1985. From this day on the task of providing a Catholic Education to the children of Uralla has been carried on by lay principals and dedicated lay staff. They continue to educate the children in the spirit and traditions of Mother (Blessed) Mary MacKillop. The original school building was completed shortly after the arrival of the nuns in 1886 and is currently used as an administration area. Two separate major building projects have taken place since then. Four classrooms were built in the 1920's and a further classroom and sick bay were added in the 1980's. Over the years, government and school funds have been used on major improvements to the school. Projects included re-roofing the administration building, creation of an all-weather sports area, a multipurpose hall and a solar energy plant.

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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 2017:

Girls	Boys	LBOTE*	Total Students
22	10	0	32

\* 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.

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>

### Student Attendance Rates

The average student attendance rate for 2017 was 92.43%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.00%
Year 1	93.00%
Year 2	89.00%
Year 3	94.00%
Year 4	94.00%
Year 5	91.00%
Year 6	94.00%

### 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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	4	9

\* This number includes 2 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	13%
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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>	Writing Focus
<b>Term 2</b>	Religion - Fidelity of Relationships
<b>Term 3</b>	Accelerated Literacy.
<b>Term 4</b>	Constructive Feedback

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responsibility for their ongoing professional development.

### Teacher Standards

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

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

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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.

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 school has continued to implement the Core Catholic Principles and Values within all key learning areas this year. Our Opening School Mass was again a great way to start the new school year asking for God's blessing and guidance for the year ahead. During this Mass, the School Leaders for 2017 were inducted and received their badges. School Masses are held each Friday and each class takes it in turn to prepare the readings and participate in the procession of the gifts. Students in Year Three to Year Six are invited to Altar serve at the school Mass as well as weekend Masses. Parents and Friends are invited to attend the weekly School Mass. Special liturgies and/or Masses are celebrated at other significant times throughout the year. In 2017 these included Ash Wednesday, Holy Week, The Feast of Mary MacKillop, The Feast of the Assumption, Advent and our end of year Graduation Mass. Catholic children in Year Three received First Eucharist in August and the Year Two students received the Sacrament of Reconciliation in November. At St Joseph's our students are encouraged to reach out and help those in need through their lessons and by active participation in such things as the Charitable Works and Catholic Mission fund raisers, our whole school are members of our Mini Vinnies group. 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.

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Our School's average result (as a mark out of 50)	
Year 6	28.30

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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 NESA 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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Joseph's School is committed to providing a quality education that meets the needs of all students.

At St Joseph's we strive to cater for individual differences by making adjustments for those students who have specific needs. Integrated into our curriculum we include indigenous perspectives and also have a particular focus on enhancing the curriculum through the use of digital technologies. A whole school focus on making learning explicit for students by describing the learning intentions and success criteria for lessons has better enabled students to meet their learning goals.

The Diocesan Literacy Enhancement strategy was continued this year for the purpose of supporting targeted students in the K to Yr 2 classroom. Intervention was provided for students who were below expected reading targets. All students on this program made substantial progress in their reading skills. Professional Learning Team Meetings continued with the aim to improve planning and programming with an evidence based approach using student data and contemporary research. Throughout the year Professional Development opportunities have been provided to all staff to support them in the delivery of the curriculum.

Although St Joseph's is a small school, a variety of sporting and cultural opportunities are offered to our students including community, inter school and diocesan events.

Note: Year 5 is below the student number reporting threshold for NAPLAN.

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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 2017		% 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>	28.00%	51.60%	43.00%	10.00%
	<b>Writing</b>	14.00%	44.60%	29.00%	7.50%
	<b>Spelling</b>	29.00%	45.60%	28.00%	13.10%
	<b>Grammar</b>	43.00%	55.50%	0.00%	10.50%
	<b>Numeracy</b>	43.00%	39.80%	0.00%	11.40%

NAPLAN RESULTS 2017		% 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>	0.00%	37.00%	0.00%	14.60%
	<b>Writing</b>	0.00%	15.80%	0.00%	19.40%
	<b>Spelling</b>	0.00%	34.30%	0.00%	14.10%
	<b>Grammar</b>	0.00%	35.40%	0.00%	17.50%
	<b>Numeracy</b>	0.00%	27.90%	0.00%	14.60%

### **Student Welfare Policy**

No changes were made to the 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 the 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.

### **Bullying Prevention and Intervention 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 Bullying Prevention and Intervention 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**

St Joseph's continually promotes respect and responsibility as part of its culture and beliefs as a Catholic School. These permeate throughout the curriculum and all aspects of school life.

Student Leadership forms a major part of the culture of Respect and Responsibility that makes up the caring climate within our school. St Joseph's actively promotes Gospel Values with respect and responsibility being a core element. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school.

Students are actively engaged in negotiating school rules that reflect rights and responsibilities of all students and staff. These are routinely reinforced with positive feedback and restorative practices to build respectful relationships. School and class awards are used to formally promote these values. An indigenous program exists within the school which also helps to promote justice and respect for cultural differences. The school participates in important community commemorations such as ANZAC Day, Remembrance Day and NAIDOC week reflecting on important cultural values and beliefs, with a Catholic perspective.

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 2017**

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic 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.

The Annual School Priorities for St Joseph's in 2017 included initiatives in a number of key areas:

- continuation of explicit teaching of Core Catholic Principles and values in all key learning areas;
- Key focus on Improving students skills and knowledge in writing ;
- introduction of the Bounce Back program into our school to build our students Resilience and create a culture based on Respect; professional learning on Improving Constructive feedback:
- refining our PLT's (Professional Learning Teams) to transform the learning culture of our school through enhancing teacher capacity and further developing collaboration;
- to Involve parents in their students learning by upskilling them so they can support their child's progress at home.

### **Priority Key Improvements for 2018**

School Priorities for 2018 include, but are not limited to:

- Improving teacher capacity- teachers will be encouraged to identify personal learning goals through exploration and personal reflection carefully linked to the AITSL Teacher

## Performance and Development Framework.

- To improve the professional dialogue within the school we will further develop a more focused approach to our Professional Learning Teams.
  
- To improve the learning capacity of all our students. Staff will carefully analysis student data so early and ongoing intervention can occur in order to differentiate the curriculum and target learning in Mathematics.
  
- To further develop faith formation amongst staff and students. We will focus on prayer and inclusion of all CCPV in all KLA's. As a targeted school in 2018 we will commence implementation of the new syllabus Digital Technologies.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

An independent organisation was engaged to survey parents with regards to their level of satisfaction. We had a 88% completion rate of our parent body. The School Improvement survey that allowed us to see what we were doing well and areas we could improve in. Our Overall satisfaction rate was 85%

The parent body are very pleased with the staff and the care and interest they show the students and the way in which our school manages behaviour incidents. They were impressed that the school responds quickly to parent concerns and that we encourage parent involvement. They also praised how we engage students in their learning, that technology plays a major role in classrooms, that the school is a safe place and school grounds are in good order.

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### **Student Satisfaction**

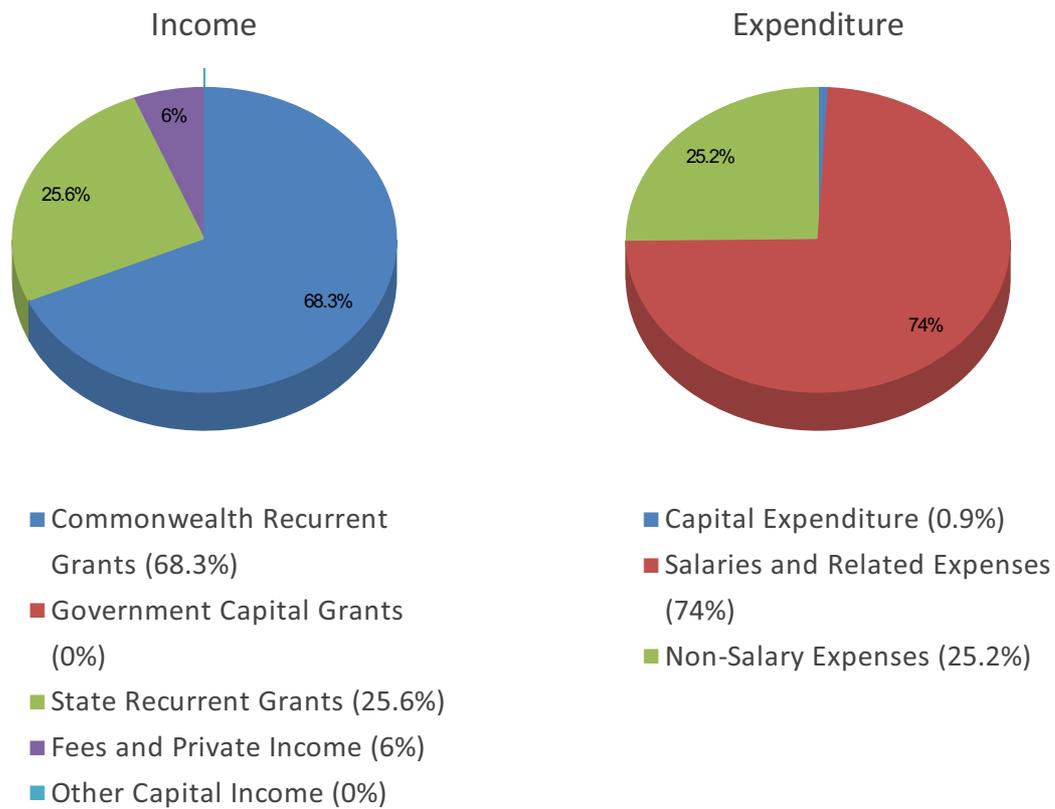
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### **Teacher Satisfaction**

An independent organisation was engaged to survey teachers with regards to their level of satisfaction of the school. Overall satisfaction was 100%. Staff indicated that this school was a great place to work. The staff are very collaborative, focused, enthusiastic and very caring towards each other as well as all students. Pastoral Care for staff is very important at St Joseph's. The unconditional support that is shown to all staff, including the aides, has allowed the school to grow into a school where learning for all is a major focus. The community was seen

as welcoming and caring where everyone is treated with respect, that teachers are given opportunities to lead and that there is a strong commitment to Catholic Education.

**SECTION ELEVEN: FINANCIAL STATEMENT**



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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$562,633
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$211,120
Fees and Private Income <sup>4</sup>	\$49,439
Other Capital Income <sup>5</sup>	\$218
<b>Total Income</b>	<b>\$823,410</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$7,699
Salaries and Related Expenses <sup>7</sup>	\$660,214
Non-Salary Expenses <sup>8</sup>	\$224,820
<b>Total Expenditure</b>	<b>\$892,733</b>

**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 Diocesan 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.