

St Joseph's Primary WARIALDA  
Annual School Report to the Community  
2016



**School Contact Details**

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**Principal**

Mr Joseph Dimech

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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.

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## **SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY**

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### **Principal's Message**

The 2016 school year has been a year of continued growth and learning for all members of the St Joseph's Primary School Warialda community. Our Professional Learning Community focused on the use of data to inform teaching and improve learning outcomes for all students.

The school operated one multi-staged class with students working in ability aged groups for literacy and numeracy, flexibly in the humanities and as a one group for other key learning areas. By the end of the year the students began to explore personal goals and learning intentions and this will be developed into personalised learning plans next year.

St Joseph's participated in many school, diocesan, town, regional and state events including academic, sporting and cultural. We were supported by our School Board, Parents and Friends committee, parish and local community and we capped our year with a successful Presentation Evening backed by sponsorship from individuals and community organisations.

### **Parent Body Message**

2016 was another tremendous year for our school. The stability shown by having a permanent Principal in Mr Joe Dimech and the return of Mrs Guest, has built a solid platform going forward for our school and a harmonious and caring learning environment for our students.

Our Principal has shown strong leadership and a tremendous commitment in ensuring the needs of our students are met. There is no doubting Joe's passion and commitment to his work and I am very grateful for the effort he and his entire team put in. We are very fortunate to have such wonderful teaching and support staff.

The School Board and P&F met with the CSO staff in Term 3 to look at the future direction of the school and came up with strategies to promote the school and grow enrolments. We met monthly and dealt with operational matters of the school including working bees and planned maintenance. The P&F continue to provide much appreciated and valuable support to our school through funding items and activities including the primary students visit to Sydney in Term 4 this year and by representing our school at social and sporting events, fundraisers and other activities.

### **Student Body Message**

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I love that St Joseph's Warialda is a small and friendly school. We all know each other and we are

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best friends. Although small, we still get many opportunities. I play in the Gwydir Band and our school watched me performed in "The Phantom Of The Roxy" in Bingara. It was an amazing play and my first time playing for an audience. We have many sports opportunities as well. We have carnivals, gala days and play sport with students from other schools. We partner with a public school for our swimming carnival and with St Joseph's School Barraba for our athletics carnival.

We came first in Choral Vocal Speaking at the Inverell Eisteddfod and also in the Honey Festival talent competition. We have a Mini Vinnies group. We had many fundraisers to support St Vincent de Paul like food and clothing appeals and we visited Naroo, Warialda's nursing home.

We have a partnership with Warialda Pre-School (Transition Days, Fun Days, Book Week Parades and Easter Hat Parade) and I also attended transition at Warialda High School for next year. We were invited to NAIDOC week at St Philomena's School, Moree.

We are a small school, but all these things makes it special.

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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 WARIALDA.

Warialda is a small town in northern NSW with a population of approximately 1200 people located midway between Moree and Inverell. Its students come from within the town and surrounding farming properties.

The school began in 1904 under the leadership of the Sisters of St Joseph. The school was opened to allow families in this area to educate their children in the faith and to receive good quality education in the spirit of Saint Mary MacKillop. The school continues this tradition today through the work of dedicated teaching and support staff. The support of parents in this endeavour cannot be underestimated and together we work to bring the future alive today.

In 2016 DLES funding was used to improve the outcomes for students in literacy allowing students at St Joseph's to meet benchmarks in reading and comprehension.

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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 2016:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
9	3	0	12

\* 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 2016 was 90.43%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	87.00%
Year 1	90.00%
Year 2	93.00%
Year 3	92.00%
Year 4	91.00%
Year 5	91.00%
Year 6	89.00%

### 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;
- 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
3	4	7

\* This number includes 1 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	21%
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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 developments days this year with areas of focus as follows:

Term 1	School Policy and Operational Guidelines review. Review of 2016 Annual Improvement Plan.
Term 2	The Impact Of Values On The New BOSTES Syllabi
Term 3	Enhancing Mathematics In The Classroom
Term 4	Asthma and Anaphylaxis Training, CPR re-certification

Our Cluster Coach worked with the staff to analyse student data and improve learning outcomes. Our action research project was on comprehension.

Our Cluster Coach supported us in grouping the students in ability groups in spelling and in reviewing our numeracy and literacy time blocks.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:



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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.

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### **Liturgical Life**

Students attend parish Mass and liturgies throughout each term. This year the students celebrated the following liturgies: Ash Wednesday, Holy Week, St Joseph's Day, Mothers and Fathers Day, Mary MacKillop's feast day, Opening Mass, Year 6 Graduation Mass, End Of Year Mass and Holy Days of Obligation.

### **Sacramental Program**

The school supports the parish-based sacramental programs. First Holy Communion takes place in June each year, Confirmation every odd ending year and first Reconciliation in Term 4 each year. No St Joseph's students received these sacraments this year.

### **School Prayer**

School prayer is a part of daily school life, with formal and informal prayer times taking place within the classroom and at staff and family events. Each day begins with prayer and throughout the day, class and individual prayers are recited. Our student leaders lead us in our school prayer at our Monday morning assembly.

### **Students, Staff and Parent Faith Formation**

Staff and parents attended two Twilight Retreats run by the CSO Faith Formation Team in Terms 2 and 3. Parents also received faith formation at School Board and P&F meetings. Students were provided with a variety of prayer services and experiences including meditation as part of their RE lessons. Special liturgies were held throughout the year for example NAIDOC week, St Joseph's Day and Mary MacKillop's feast day.

### **Social Justice**

St Joseph's Mini Vinnies raised awareness of Social Justice in our community during Lent (Project Compassion), Vinnies Winter, Christmas Appeals and Catholic Mission's World Mission Month. They raised money for Catholic Mission's Socktober, sold old library books, made care packs for our hospital and visited Naroo nursing home.

### **Parish Links**

St Joseph's Primary School works closely with St Patrick's Parish. Children are involved in liturgies and masses. Father Abmar has worked with us to build community and we held a Family Mass each term with a shared meal at a restaurant afterwards. Sister Anita and Sister Yvonne play a major role in our school. They participate in our school and town events (like the Inverell Eisteddfod, Anzac and Remembrance Days) as well as Monday assemblies and liturgical events.

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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## **SECTION SIX: CURRICULUM**

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching 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.

During 2016 the students had 1:1 access to a Chromebook laptop and worked collaboratively using Google Cloudshare and Google Classroom.

The school capitalised on aboriginal funding to hold an aboriginal dance and movement workshop in Term 4. This theme and the term's literature and history units were developed into our Presentation Night performance. The Creative Arts strands provided students with opportunities to express themselves through drama, music and dance . We were invited to St Philomena's Moree to celebrate NAIDOC week.

Students were supported in Literacy through the Diocesan Learning Enhancement Strategy (DLES) with the running of the Mini Lit program. St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received an proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

Note: Year 3 is below the student number reporting threshold for NAPLAN and year 5 had no students enrolled at the time of NAPLAN testing.

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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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	0.00%	49.40%	0.00%	11.50%
	Writing	0.00%	48.80%	0.00%	6.20%
	Spelling	0.00%	46.40%	0.00%	12.40%
	Grammar	0.00%	52.50%	0.00%	9.60%
	Numeracy	0.00%	35.60%	0.00%	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	Reading	0.00%	35.30%	0.00%	15.50%
	Writing	0.00%	17.20%	0.00%	18.10%
	Spelling	0.00%	29.80%	0.00%	17.20%
	Grammar	0.00%	36.30%	0.00%	15.00%
	Numeracy	0.00%	28.30%	0.00%	16.50%

### **Student Welfare Policy**

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools of The Armidale Diocese.

St Joseph's Primary School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students
- Provided student welfare policies and programs that develop a sense of self-worth and foster personal development.

St Joseph's Warialda upholds the traditions of the Sisters of St Joseph and the Catholic traditions and instils within students a sense of identity and self-worth. Our students are very inclusive, ensuring the dignity and respect of all.

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.

St Joseph's Primary School bases its Discipline Policy on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools of The Armidale Diocese, Policy on Suspension, Expulsion or Exclusion of Students in Catholic Schools in the Diocese of Armidale.

At Joseph's Primary School, each person's self-worth, dignity and potential is of fundamental importance. The school has created structures that offer support to all members of the community in their varying needs. The spirit of the school is reflected in the relationships of trust, cooperation, forgiveness and partnerships between all members of the school and parish community.

It is expected that students take responsibility for their own actions, are self-disciplined and inner directed. This is done through the implementation of the discipline policy, incorporating

rights, responsibilities, whole school agreements, sanctions and positive reinforcements (such as online behaviour tracking) which ensure that good order is established and maintained in the school community.

The school's Discipline Policy was not changed in 2016.

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**

During 2016 St Joseph's Primary School promoted respect and responsibility through a number of initiatives as well as through the Personal Development and Health units.

These initiatives included weekly school assemblies where the flag is raised and

Australian National Anthem sung, special events such as ANZAC Day, Remembrance Day, NAIDOC week and the Kindergarten Transition Program where older students inducted newly enrolled students in the life of the school. Students are also rostered for class and school jobs.

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 2016**

- Staff working as a Professional Learning Community to use data for improved learning outcomes
- Staff planning and team teaching collaboratively
- Review of the school timetable that begins each morning with Mathematics
- Launch of the school's new website and promotion of the school to the wider community through our Facebook page
- Partnering with local state and neighbouring Catholic schools for cultural and sporting opportunities
- Administration staff have set up and use online banking

### **Priority Key Improvements for 2017**

- Professional Learning Plans for staff
- Students and staff identifying learning intentions and learning goals
- Developing Personalised Learning Plans for all students
- Targeted intervention for students not achieving benchmarks in reading
- Using an Action Learning Initiative to improve student learning outcomes
- Embedding Catholic Core Principles and Values in all learning areas

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## **SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION**

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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**

Parents were offered the opportunity to provide comprehensive feedback across five areas and they rated each area out of 5.

Leadership 4.61

Resources 4.17

Teaching and Learning 4.50

Improvement Processes 4.20

Catholic ethos 4.22

The overall satisfaction score of 87%

### **Student Satisfaction**

Students in Year 3-6 were offered the opportunity to provide feedback across five areas and they rated each area out of 5.

General 4.83

Improvement Processes 5.00

Leadership 4.64

Teaching and Learning 4.73

Resources 4.64

Catholic Ethos 4.83

The overall satisfaction score of 95%

### **Teacher Satisfaction**

The staff rated were offered the opportunity to provide feedback across six areas and they rated each area out of 5.

Improvement Processes 4.83

Leadership 4.61

Resources 4.75

General 5.00

Catholic Ethos 4.96

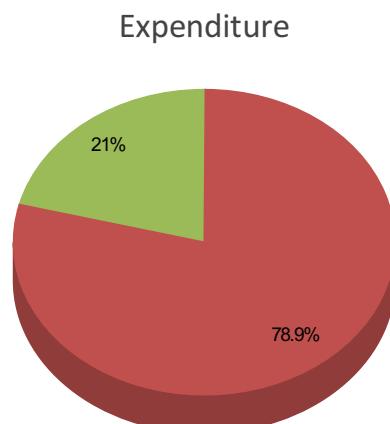
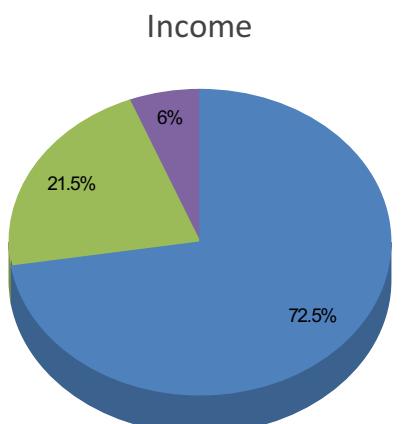
Staff Engagement 4.81

The overall satisfaction score of 96%

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## SECTION ELEVEN: FINANCIAL STATEMENT

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- Commonwealth Recurrent Grants (72.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.5%)
- Fees and Private Income (6%)
- Other Capital Income (0%)

- Capital Expenditure (0.1%)
- Salaries and Related Expenses (78.9%)
- Non-Salary Expenses (21%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$406,259
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$120,527
Fees and Private Income <sup>4</sup>	\$33,718
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$561,212</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$557
Salaries and Related Expenses <sup>7</sup>	\$457,038
Non-Salary Expenses <sup>8</sup>	\$121,865
<b>Total Expenditure</b>	<b>\$579,460</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 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.