

St Joseph's Primary WEE WAA
Annual School Report to the Community

2014



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Principal

Mr Peter Holmes

ABOUT THIS REPORT

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 Primary School provided quality teaching and learning during 2014. The school was well supported in its educational mission by the parent bodies, members of the Wee Waa Parish, local services and sporting clubs and local businesses. The members of St Joseph's School community are proud of the contribution this school makes to education in the Wee Waa Community, established by the Sisters of St Joseph in 1909.

Parent Body Message

The School Board consists of a Chairperson, Parish Priest, Principal, Secretary, Treasurer and representatives from the parish, staff and parent body. The Board is responsible for setting the budget each year, overseeing changes in policies and continuing maintenance of the school. Many activities were organised through the Parent & Friends Association throughout the year to support the school both financially and socially. The P & F had a very successful year, running fundraising events such as the Welcome BBQ, Mother's Day Fashion Parade, Mother's Day Stall, Father's Day Breakfast and the annual School Fete. The commitment of the P & F Association provides support to the students of St Joseph's in many ways, including the purchase of resources, upgrading equipment and helping with the cost of excursions. The School Board and P & F Association are very appreciative of all the support received from school families and other members of the Wee Waa community.

Student Body Message

It was a privilege to be elected as School Captains for 2014. It was an honour to be leaders of the school and become part of the history of St Joseph's school. During the year, the students of St Joseph's School participated in many activities. Some highlights include the school swimming carnival and Grandparents' Day celebrations during Senior Citizen's Week. It was an honour to lead the school in the ANZAC Day Parade, Remembrance Day celebrations along with the local community. Other highlights were the Swimming and Athletics Carnival, Country Areas Program excursions especially our seniors excursion to Sydney. We enjoyed being leaders of St Joseph's School for 2014 and wish the new leaders all the best for 2015. St Joseph's School Captains.

SECTION TWO: SCHOOL FEATURES

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

St Joseph's School, is located in Alma Street, Wee Waa in north-west New South Wales. The parish church, St Andrews is located one block away, in Rose Street, which is the main street of Wee Waa. Students are drawn from the town of Wee Waa and its surrounding districts. The first classes were held in the original church which was situated between the present church and presbytery. The school, with its new buildings, was opened in 1910. In 1916 there were 12 boarders, 112 pupils, 30 music pupils and 4 Sisters. In 1969, the Parish Priest initiated plans for building a new school. A committee of five was formed and was supported by the parishioners. The committee members each donated one hundred acres of wheat to begin the money raising campaign, and other parishioners then came forward with whatever support they were able to give. The new St Joseph's School and buildings were blessed and opened by the Bishop of Armidale on the 30th of April 1972. In 1990 the involvement of the Sisters of St Joseph in the school ceased, ending 80 years of service. The first lay Principal was appointed in 1991, although the school had been staffed predominately by lay teachers for a good many years. In 1992, St Joseph's School was given a generous Government Grant of over \$300,000 for the construction of much needed extensions to the school. The new extensions were officially opened on the 19 th March, 1994. Today, St Joseph's still occupies the same site and in 2009, celebrated its Centenary, marking 100 years of Catholic education in Wee Waa.

SECTION THREE: STUDENT PROFILE

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 2014:

Girls	Boys	LBOTE*	Total Students
58	59	3	117

* 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 2014 was 92.56%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89.14%
Year 1	93.36%
Year 2	92.91%
Year 3	92.12%
Year 4	90.55%
Year 5	94.09%
Year 6	95.76%

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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	5	16

* This number includes 5 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	1%
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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:

Term 1	Australian Curriculum - English
Term 2	Australian Curriculum - Mathematics
Term 3	Religious Education - Staff Faith Formation
Term 4	Australian Curriculum - English & Mathematics

During 2014, the teaching and support staff at St Joseph's engaged in a range of Professional Learning programs to further complement their skills. Programs accessed by teachers included New English and Mathematics Curriculum Modules, CAP development days, and 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:

Teacher Qualifications		Number of Teachers
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

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

School 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 St Joseph's School community came together to celebrate a number of liturgies throughout the year. Whole school Masses were held to celebrate the beginning and end of the school year. Various feast days were celebrated such as St Joseph's Day. Holy Week activities were a significant element of the school's liturgical life as were the Sacramental Programmes, including Reconciliation, Confirmation and Eucharist. As well as regular class and school prayer times, the children were involved in celebrating times of importance in the school and wider community, such as NAIDOC Week,

St Joseph's participated in the following social justice opportunities: Caritas Project Compassion, Children's Missions Catholic Missions, NAIDOC Week activities, St Vincent de Paul winter and Christmas appeals.

The school had regular communication with our Parish Priest throughout the year. The RE Coordinator organises the Sacramental Program for the Parish. Staff are rostered for reading and as Eucharistic Ministers at Sunday Mass. One Parishioner is elected as a representative.

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	30.75

SECTION SIX: CURRICULUM

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.

St Joseph's Primary School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

St Joseph's Primary School uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually. The school also participated in the Minilit Program provided by the Diocese of Armidale Catholic Education Office.

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

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	42.00%	46.20%	4.00%	13.10%
	Writing	42.00%	39.10%	4.00%	11.20%
	Spelling	54.00%	43.70%	4.00%	14.80%
	Grammar	63.00%	49.90%	0.00%	11.90%
	Numeracy	42.00%	36.20%	8.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	43.00%	34.50%	14.00%	16.30%
	Writing	14.00%	15.50%	14.00%	21.40%
	Spelling	36.00%	33.60%	21.00%	16.40%
	Grammar	57.00%	36.60%	14.00%	16.10%
	Numeracy	7.00%	25.90%	14.00%	18.10%

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.

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

St Joseph's prides itself on promoting respect and responsibility with a high expectation for behaviour. School leadership is promoted by the school through the cultivation of Year 6 as school leaders. The school encourages the students to participate in community events. In 2014, St Joseph's students attended events such as ANZAC Day, Remembrance Day, Senior Citizen's luncheon, Grandparents Day, NAIDOC Week, GRIP conference and the Wee Waa Show.

Social competency is developed through the Buddy Program which ensures a safe and enjoyable transition for Kindergarten students and helps build relationships between the older and younger students. Positive behaviour is encouraged via weekly merit awards This year class teachers have begun trialling Class Dojo a rewards system that encourages and rewards social emotional and academic skills in the classroom.

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 document *Diocesan Intentions and Directions 2012-2014*. 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 2014

St Joseph's School priorities for 2014 include:

- The continued development of the School Improvement Plan for 2012-2014 and the development of an Annual Improvement Plan.
- The continued upgrading of the school's IT equipment and resources.
- Analysis of NAPLAN results, focusing on using data to inform teaching and learning.
- Continued encouragement of families to become involved in the spiritual life of the school with the introduction of Parish Family Masses. Replacement of school play equipment.
- Review of school's assessment policy.
- Review the school awards system.
- Implement an enrichment program through the library.
- Implement Best Start program in Kindergarten.
- Staff develop units of work based on the new English and Science curricular.
- Staff complete the Safe school survey.
- Review pastoral care policy.
- Participate in Non Violent Crisis Intervention Staff Development Program.
- Implement a social skills program with a focus on resilience building and self-esteem with the senior students.
- Explore AITSL standards.
- Staff to complete self-assessment tool on AITSL website with a focus to developing a personal professional development plan for 2014.

Priority Key Improvements for 2015

Priorities for 2015;

- Continue to implement new English and Mathematics Curriculums.
- Implement new History Curriculum across the school.
- Implement AITSL standards for all staff through professional development profiles, goals and strategies.
- Review all policies in light of the employment of a new principal for 2015.

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 within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. All areas received good feedback with the exception of Leadership, which received excellent feedback.

Student Satisfaction

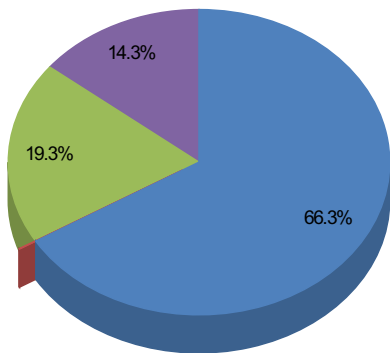
An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. The area of Resources received good feedback, with the remaining areas receiving excellent feedback.

Teacher Satisfaction

An independent organisation was engaged to survey teachers with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Staff Engagement, Resources and the Improvement Process. The areas of Catholic Ethos and Staff Engagement received excellent feedback and the remaining areas received good feedback.

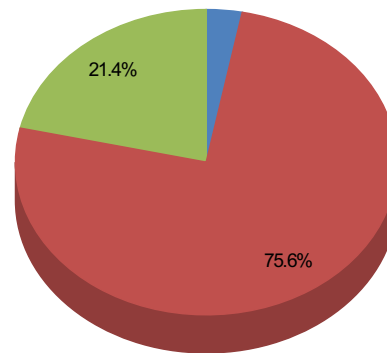
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (66.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (14.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (3%)
- Salaries and Related Expenses (75.6%)
- Non-Salary Expenses (21.4%)

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 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,041,441
Government Capital Grants ²	\$518
State Recurrent Grants ³	\$303,417
Fees and Private Income ⁴	\$224,375
Other Capital Income ⁵	\$0
Total Income	\$1,566,145

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$44,366
Salaries and Related Expenses ⁷	\$1,106,266
Non-Salary Expenses ⁸	\$313,651
Total Expenditure	\$1,464,283

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

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school

Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").