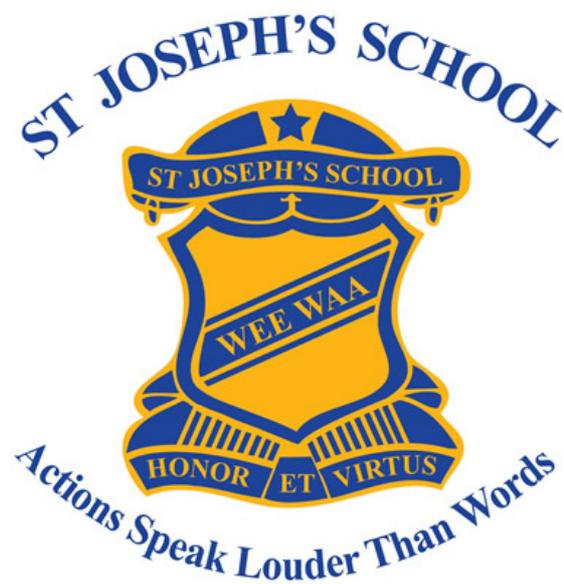


St Joseph's Primary WEE WAA
Annual School Report to the Community

2017



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Principal

Mr Jamie McDowall

ABOUT THIS REPORT

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

St Joseph's Primary School provided quality teaching and learning during 2017. The school was well supported in its educational mission by the parent bodies, members of the Wee Waa Parish, local services, sporting clubs and local businesses. The members of St Joseph's Primary 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 provides advice in the development of the school budget each year, reviews school policies and provides support and advice regarding 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 Art Under the Stars Auction, 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 2017. 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 2017 and wish the new leaders all the best for 2018. 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 2017:

Girls	Boys	LBOTE*	Total Students
57	61	0	118

* 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 90.71%. Attendance rates disaggregated by Year group are shown in the following table.

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

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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	5	14

* This number includes 7 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	17%
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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	Literacy in a Contemporary Learning Environment
Term 2	Numeracy in a Contemporary Learning Environment & Child Protection e-Modules
Term 3	Catholic Core Principles & Values: Fidelity of Relationships
Term 4	The Big Write: Whole School Approach to Improving Writing

Throughout the 2017 academic school year, the teaching and support staff at St Joseph's Primary School engaged in a range of Professional Learning programs to further enhance and develop their professional capacity (Skills and Knowledge). Programs accessed by the St Joseph's Professional Learning Community included a continued focus on the development and implementation of an evidence rich, high impact literacy block for a contemporary 21st century learning environment, with a specific focus on improving K-6 Writing (The Big Write).

Teacher Standards

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

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	9
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

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 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 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.

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	30.00

SECTION SIX: CURRICULUM

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.

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 which helps identify individual learning needs and the review of 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. The school also participated in the Pre-Literacy Program, Minilit Program and Reader Tutor Program provided by the Diocese of Armidale Catholic Education Office.

St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received a proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	44.00%	51.60%	6.00%	10.00%
	Writing	37.00%	44.60%	0.00%	7.50%
	Spelling	38.00%	45.60%	19.00%	13.10%
	Grammar	44.00%	55.50%	31.00%	10.50%
	Numeracy	38.00%	39.80%	19.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	23.00%	37.00%	8.00%	14.60%
	Writing	15.00%	15.80%	0.00%	19.40%
	Spelling	37.00%	34.30%	8.00%	14.10%
	Grammar	30.00%	35.40%	0.00%	17.50%
	Numeracy	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 prides itself on promoting respect and responsibility with high expectations placed on behaviour. School leadership is promoted by the school through the cultivation of Year 6 as school leaders. In 2016, St Joseph's Primary School continued its work with the Peer Support Leadership Program which saw our Year 6 students lead K-5 student groups on developing their knowledge and understanding of "Resilience." The school encourages the students to participate in community events. In 2016, St Joseph's students attended events such as ANZAC Day, Remembrance Day, Senior Citizen's luncheon, Grandparents Day, NAIDOC Week, House Days 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 learning behaviour is promoted, encouraged and celebrated via the weekly Recognition of Learning assemblies. Further recognition is celebrated when children are seen demonstrating the "Spirit of Jesus" in areas of their learning, both inside and outside the learning environment.

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

St Joseph's Primary School's priorities for 2017 include:

- Implementation of the Collaborative Inquiry Initiative's (CII) 14 Parameters.
- Introduction of a Leader of Pedagogy as an Instructional Literacy and Numeracy Coach.
- Implementation of Jim Knight's Instructional Coaching Model for building staff's capacity around Literacy & Numeracy.
- Evaluate and refine St Joseph's New Graduate Induction Program
- Implementation of a Working Mathematically Approach to Mathematics in Stage 2 (Year 3 & 4) and Stage 3 (Year 5 & 6) - iMaths
- Implementation of a K-6 Approach to improving writing (The Big Write)
- Continue to embed Words Their Way as a whole school agreed practice for improving spelling and writing.

Priority Key Improvements for 2018

St Joseph's Primary School's priorities for 2018 include:

- Continue to embed the Non-negotiables of the Collaborative Inquiry Initiative (CII) with a specific focus on Learning Intentions, Success Criteria, Gradual Release of Responsibility and Quality Differentiation.
- Continue to embed the Working Mathematically Approach to Mathematics in Stage 2 (Years 3 & 4) and Stage 3 (Years 5 & 6) - iMaths.
- Continue to embed the 'The Big Write' as a K-6 Whole School Approach to improving Writing.
- Continue to refine and embed the position of Leader of Pedagogy as an Instructional Literacy & Numeracy Coach as a high impact strategy for improving student attainment in Literacy & Numeracy outcomes.

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. The area of Leadership and Teaching and Learning received excellent feedback while all other areas received good feedback.

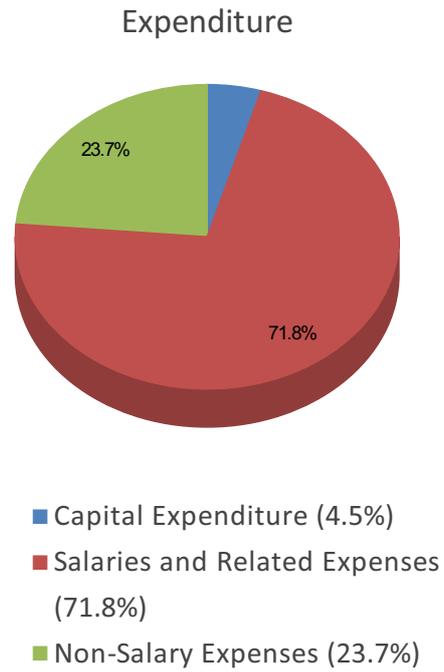
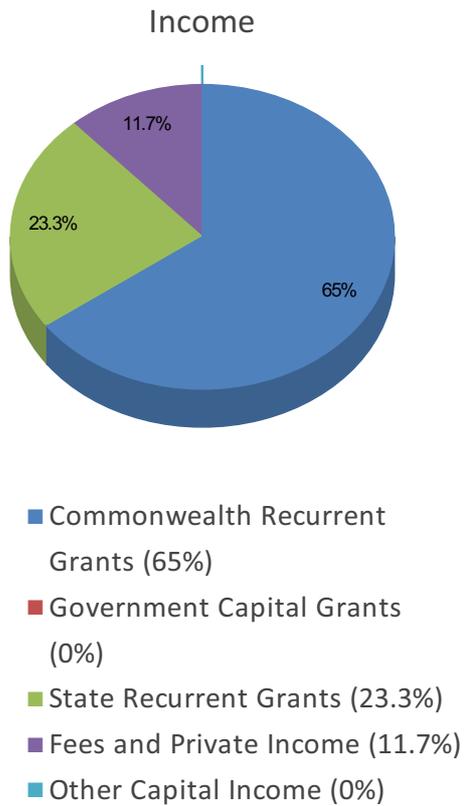
Student Satisfaction

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 areas of Teaching & Learning and Resources received excellent feedback while all other areas received good 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 Leadership, Staff Engagement, Resources and the Improvement Process all received excellent feedback, while the area of Catholic Ethos received good feedback.

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 ¹	\$1,205,698
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$431,714
Fees and Private Income ⁴	\$216,062
Other Capital Income ⁵	\$684
Total Income	\$1,854,158

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$82,435
Salaries and Related Expenses ⁷	\$1,303,284
Non-Salary Expenses ⁸	\$429,706
Total Expenditure	\$1,815,425

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.