

St Joseph's Primary School

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WALGETT, NSW 2832

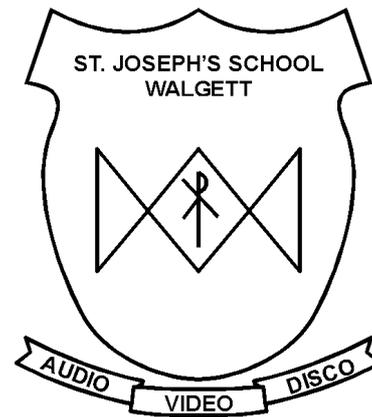
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Parish Priest: Fr James Poovathinkal

Parish: St Mary's, Walgett

Principal: Helen Cooney



Annual School Report 2013

Mission/Vision Statement

We the community of St Joseph's Primary school Walgett believe that: "This is what Yahweh asks of us, only this, to act justly, to love tenderly and to walk humbly with our God." (Micah:6-8). This request directs us to provide an excellent Primary education founded on Catholic values and beliefs. These values take form in the person of Jesus Christ that we "may have life, and have it to the full." The mission cultivates community and identity. It is achieved by fostering constructive relationships within the school and wider community and by upholding a safe, cohesive, welcoming and nurturing environment for all.

About this Report

St Joseph's Primary School is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2013 and gives information about 2014 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration.

Principal's Message

The staff of Saint Joseph's Primary school have been involved in a process of change working towards developing a pedagogy that will cater for all students abilities and learning styles. The focus has been on developing Inquiry Learning and team teaching across the stages. Recognising the need to access information from a variety of sources and engage our students in 21st century learning the introduction and use of technology has been vital. All classes are well equipt with modern technology and students can be seen engaged in educational activities that allow for diversity catering for cultural,academic and social interaction at a variety of ability levels. The intervention of the Minilit program has been a great success with our students making significant gains in the area of literacy. The local Yuwaalaraay Language program is an integral part of our curriculum providing an opportunity for students in our school to learn the language, to be exposed to Aboriginal perspectives and to value the cullture and history of the local Walgett area. Our Dacramental programs have embraced a holistic spirit across the community with the involvement of school,parish and community personnel contributing to the growth and development of our students spiritual needs.We place a positive emphasis on the faith development of the children and we offer parental support to continue the journey to act justly, love tenderly and to walk humbly with our

God. Celebration of the students achievements is an important part of our culture. There are many opportunities offered for participation in academic, sporting and cultural events and competitions at a team and at an individual level. Our students have a wonderful support network involving parents and school personnel. The strong belief in providing opportunities for all children to pursue a balanced education is evident in all aspects of our school life. The dedicated staff, the enthusiastic and supportive parent body, the parish and town community all contribute to the vibrant learning environment at St Joseph's School Walgett. Helen Cooney Principal

Parental Involvement

The parents at Saint Joseph's School Walgett feel welcomed when they enter the school. The contribution to the school made by the School Board and the Parents and Friends Association has helped to support the purchase of new technology and equipment to enhance the students learning. We acknowledge the contribution made by a large number of parents who assist in the daily running of the school canteen. The volunteers who tirelessly work for the school are greatly appreciated. These include tutors, parents who help with reading, parents who help with transport, the wonderful fund raising committee and the many extra heavy duty activities that are done by the men to enhance the external school environment. The school Board works with the Principal as an Advisory committee to support the functioning of a vibrant educational institution. The Board Chairperson

Student Leadership

This is the second year of the new school Leadership organisation. Each of the students in Year 6 is given the opportunity to be a school Leader. An induction ceremony takes place at the opening school Mass. The parents of the year 6 students are invited to pin the school leadership badges on their child's uniform and the students sign a pledge of service and loyalty to the school. The students in stage 3 are Peer Support Tutors and they take a vertical group of students once a week in term 2 helping to build resilient skills. The students and teachers at our school all treat each other with respect, they show care and concern for the needs of everyone and the people in our school are always willing to help each other. Our school caters for many different needs and everyone has opportunities to learn and develop their talents in the areas they wish to pursue. The School Leaders.

School Profile

School History

The Sisters of St Joseph's Perthville (Black Josephites) opened St Joseph's convent in 1896. At this time Walgett was in the Bathurst Diocese. The Superior of the community of four sisters was Sr. Immaculata. In 1901, Walgett was transferred to the Armidale Diocese and the Sisters of St Joseph (Black Josephites) returned to Perthville. On 13th January 1902 Sisters Anastasia, Fibar, Rosalie and Antonia came from Mount Street, North Sydney and so began the 93 years of the Brown Josephites at St Joseph's Walgett. One Josephite sister, working as a Parish Associate has continued to support the school in the role of chaplain (transition to Secondary schooling), spirituality, liturgy, sacramental programs and welfare. After a 93 year history the Sisters of St Joseph withdrew from the running of St Joseph's Primary School and the Christian Brothers came to teach in the school in 1995. The first community consisted of three Brothers, Ray Dowding, John Giaccon and Ray Walker. The Christian Brothers continue to work in the school. The traditional custodians of the area are the Gamilaraay / Yuwalarraay people, many of whom live in town and the surrounding districts. 50% of the school students are Aboriginal.

Location/Drawing Area

St Joseph's Primary School is situated at the westernmost point of the Armidale Diocese, Between Moree and Brewarrina. Walgett is located in the North West slopes and plains of NSW at the junction of the Namoi and Barwon Rivers. Walgett is three hours drive from Dubbo, nine hours from Sydney and six hours from Armidale where our Catholic Schools Office is located. (The Armidale Schools Office website displays a pictorial map which locates St Joseph's School Walgett.)

Enrolment Policy

St Joseph's Primary School follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
K	13	21	12	1
1	21	13	17	
2	14	15	13	
3	24	14	18	
4	11	6	6	1
5	9	10	7	
6	6	13	15	
2011	86	85		
2012	100	78	82	2
2013	98	92	88	2

Student Mobility

This school has a core stable enrolment however there is also evidence of a small transient population. It is evident when families need to move to larger centres for medical reasons, employment or family relationship difficulties. The drought also has an effect on student mobility with business houses closing down or no work available because of no activity on the large properties. The student departures and arrivals are also effected by the transfer systems in various employment systems in the community, eg the Police Force, the Medical fraternity, the Local Shire Council, the Banks and Schools. During 2013 one of the large clubs closed down and a number of job losses caused a movement out of town affecting the school population.

Student Attendance

Average daily attendance for 2013	
Kindergarten	87%
Year 1	88%
Year 2	89%
Year 3	88%
Year 4	93%
Year 5	87%
Year 6	91%
All students	89%

Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

Staff Profile

There are 13 teachers at st Joseph's (including the Principal and part time teachers); 3 executive

staff members (Principal, Assistant Principal and Religious Education Assistant) 8 classroom teachers, 1 Part time Additional Needs teacher, The Assistant Principal is the Librarian and does Release from Face to face, the Religious Education teacher also takes Release from face to face. There is one full time secretarial position which is shared by two secretaries. The school also employs a groundsman/cleaner working 32 hours per fortnight. a canteen manageress paid by the P & F Association at 0.6 FTE. There are 3 Aboriginal Education workers employed at our school. 1 Yuwaalaraay Aboriginal Language Tutor. There are 2 full time Special Needs tutors and 3 part time Minilit Tutors. We have 2 part time Chaplains. We have 1 fulltime Aboriginal Teacher. We have 3 teachers with 25 years teaching experience, 3 teachers with 18 years teaching experience, 3 teachers with 5-10 years experience and 4 teachers with 3-5 years teaching experience. At the end of 2013 we had 2 teachers leave.

The average daily staff attendance rate for 2013 was 94.43%.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* 100%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications 0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0%

* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education

Percentage of teachers undertaking accreditation to teach Religious Education

Staff Professional Learning

Diocesan Meetings / Workshops / Conferences, K-2 Religious Education Storytelling Training, New

Teacher's Accreditation Project Workshop, Count Me in Too Training, Maths workshop K-6, Principal's Retreat, Assistant's retreat, New Employees Day, Aboriginal Standing Committee Meetings, BART workshop, Challenging Thinking Workshop, Music Viva Workshop, Work Health & Safety workshops, New English Syllabus workshops, Data Workshops, Keeping them Safe Training, Behavioural Management Workshops, Teacher Leadership Training, ELIM Course.

Catholic Identity

Religious Education Program

St Joseph's Primary 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.

Liturgical Life

All students have the opportunity to take part in the celebrations of the Mass, Liturgies of the Word, reflections and prayer sessions to mark special occasions on a regular basis. Parents and the parish community are always invited to our celebrations and assemblies. At the school assembly on Monday Stage 3 students lead us in prayer. At the full school assembly on Friday the Year 6 students lead us in prayer. Teachers pray with their class each day in their classrooms and each class has a prayer focus area. The preparation of the Sacraments is done at the school level and parents/carers are invited to special meetings on each Sacrament. Before the children receive the Sacraments of Eucharist and Confirmation all students and parents are invited to attend the Sacrament of Reconciliation. The school community recognises and celebrates special feast days and special events with Mass and Liturgies. eg The Opening School Mass, Ash Wednesday, Catholic Schools week, Naidoc Liturgy, St Patrick's Feast Day, Saith Josephs Feast Day,, Feast of the Sacred Heart of Jesus, Harmony Day, National Sorry Day, Feast of Saint Mary Mackillop, Feast of Blessed Edmund Rice.

Staff and Student Faith Formation

Each day a Religious Education Lesson is taught in every class and prayer time and reflection opportunities are part of the program. Teaching staff are encouraged to develop their own personal faith

journey and opportunities are available to participate in retreats held in the Diocese. At staff meetings each Stage group prepares the prayer session for one term. Staff are provided with reflective readings and are encouraged to participate in parish activities and Sunday Liturgies.

Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69	50.4
2012	68.4	68.4
2013	70.8	47

Social Justice

Justice is part of the school's Mission statement. The Staff is encouraged to be role models to the school community. The school supports Caritas (Project Compassion) and children's Mission by raising funds for both charities.

Parish Links

St Joseph's has a strong connection with the local parish. Students and staff participate in Sunday liturgies as readers, singers, Eucharistic Ministers and altar servers. The parish community are asked to pray for the students receiving the sacraments and a photo wall is erected in the church foyer so that the parish community are aware of the children who are preparing to receive the sacraments. The students are able to make regular visits to the church and participate in daily Mass if they wish. All functions are advertised in the Sunday Bulletin and all parish members are welcome to attend school celebrations and activities. The school newsletter is also available each week at the church. St Joseph's school staff are represented on the Parish Council and parish representatives are elected to the school Board and the Parents and Friends Association.

Respect and Responsibility

At5 St Joseph's we promote Gospel Values to act justly, to love tenderly and to walk humbly with our God. Throughout the year a number of services promoting the importance of community involvement were attended by school staff and students. Students take pride in being involved in community events such as; World Day of Prayer, ANZAC Day Services, Remembrance Day Service, NAIDOC Week and in Reconciliation and Welcoming Dances. The Yuwaalaraay Language Program helps to promote respect and pride for the Indigenous

culture. This program is embraced by all staff and students and has pride of place in our curriculum.

School Curriculum

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.

Features of the School Curriculum

The teachers of St Joseph's have designed proformas that provide for a common systematic planning approach to achieve syllabus outcomes in all KLAs. These proformas have been developed for Scope and Sequences, Overviews, Programs and Assessment Tracking records. All primary schools in the Armidale Diocese use a standard Report Card. The local Yuwaalaraay Language is taught at St Joseph's and is partially integrated into the thematic approach of the school each term. Aboriginal perspectives are integrated across the curriculum. There are opportunities made available for those students who wish to learn Aboriginal dancing and for the boys who wish to learn how to play the didgeridoo. St Joseph's is well resourced with computing hardware, including Smartboards in all classrooms and the Library. Students have access to laptops and iPads in their classrooms. The students are able to access a number of programs that are tailored for specific children catering for both Gifted students and those children with specific Learning Difficulties. Our main focus continues in building strong skills for Literacy and Numeracy. Differentiation of the curriculum is a priority so that all students are being catered for at their ability level. Quality learning strategies have been employed to achieve our learning targets. The students have access to the Minilit Program if they need the intervention for extra Literacy support. We have a school policy that states the least amount of disruption is to occur between 8.50am and 1.30pm this has resulted in a very productive, focused learning environment. The students at St Joseph's are given opportunities and encouraged to enter National Academic competitions including English, Mathematics, Science and Computing Studies. Gifted Aboriginal children also have the opportunity to participate in the WII Gaay camp which identifies individual students with hidden talents and caters for their individual learning styles. A large group of our students participate in the Mind Challenge workshops held in regional centres. St Joseph's Primary School uses a variety of assessments strategies at key points in the learning

framework. These include teacher observation, portfolios, projects, IT presentations and photos. The school also participates in the National wide Literacy and Numeracy testing program for the purpose 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.

Student Performance

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.

Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 3 % in Bands		1&2	3&4	5&6
Reading	School	49	27	24
	National	11	41	46
Writing	School	40	33	27
	National	8	43	47
Spelling	School	37	33	30
	National	13	42	43
Grammar & Punctuation	School	33	33	34
	National	10	37	51
Numeracy	School	32	44	24
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	29	47	24
	National	12	54	33
Writing	School	38	56	6
	National	18	60	20
Spelling	School	19	62	19
	National	16	51	30
Grammar & Punctuation	School	25	50	25
	National	14	51	33
Numeracy	School	31	63	6
	National	20	53	25

National Minimum Standards

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 3	Year 5
Reading	School	78.8	100
	National	95.3	96.1
Writing	School	87.8	87.5
	National	95	91.7
Spelling	School	72.7	93.7
	National	93.8	93.1
Grammar & Punctuation	School	78.8	100
	National	95.3	94.8
Numeracy	School	91.2	93.7
	National	95.7	93.4

School Policy Summary

Student Welfare

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

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.

At St Joseph's School we run the Bounce Back Program to build resilience in students, The Peer Support Program that is directed by the trained Peer Support Teachers and implemented by the Stage 3 trained tutors. The program is organised in Vertical class groups from Kindergarten to Stage 3. The local school Liaison Officer from the Police Department in our local town visits all classrooms and discusses with the children various aspects of bullying and harassment, the importance of being honest and safety issues related to our community. We have continued with the School Chaplaincy Program which is an initiative of the Commonwealth Government. The Chaplains support the pastoral needs of the staff, students and parents. The school Chaplains share in the life of the school in the joys and sorrows of its members. The Chaplains are available to help those who suffer or need support in times of crises. The school has two part time chaplains operating, each with a different pastoral focus.

The full text of school and diocesan policies are available .

Discipline Policy

St Joseph's Primary School bases its Discipline Policy on the Bishop's Commission Policies 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 and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

The full text of school and diocesan policies are available .

Anti-Bullying Policy

St Joseph's Primary School bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on www.arm.catholic.edu.au.

Enrolment Policy

St Joseph's Primary School bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available .

Complaints and Grievance Resolution Policy

St Joseph's Primary School procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available .

Parent, Student and Staff Satisfaction

The School Results Survey with staff of Saint Joseph's School Walgett commenced 19 August and concluded 30 August 2013. St Joseph's Primary School Walgett provides educational services to students from 112 families. Survey responses were received from 7 out of a total of 11 eligible respondents. This equates to a response rate of 63.6% The overall satisfaction score recorded was 95% (4.73 out of 5) Best practice areas included: Improvement Processes, Leadership, Staff Engagement, Catholic Ethos and Resources.

Survey responses from Parents were recorded from 35 out of 62 eligible respondents. This equates to a response rate of 56.5% The overall satisfaction score recorded was 82% (4.1 out of 5) Best Practice areas included: Leadership, Resources, Improvement Processes, Teaching and Learning, Catholic Ethos.

School Review and Development

Annual School Priorities 2013

Maximise individual learning outcomes by providing opportunity for teachers to be reflective on our school model of Inquiry Learning.

Promote Collaborative Learning by encouraging teachers to be reflective and plan as a team their daily class work.

To implement the Minilit Program so that we are addressing the early literacy needs of our Stage 1 students who are below their required level.

Build resilience and enhance physical, social, spiritual, moral, cognitive and emotional well-being by implementing the Peer Support Program and continuing using our Bounce Back program. Using the BART program for behaviour both positive and negative.

Foster a culture of investigation by on-going professional learning and target setting with a focus on analysing and responding to data on student achievement.

Projected School Priorities 2014

Maximise individual learning outcomes by having a focus on the Gifted students in each class group and providing extension work suitable to each stage area.

Promote Collaborative Learning Communities by weekly stage meetings attended by executive members to monitor progress. All staff will attend the PETAA Conference on the new English Syllabus this will be followed up with discussion and planning across the school. Provide the opportunity for each staff member to visit schools outside our area who are following a similar pedagogy to us. On return professional discussion on observations and findings from the school visit.

To build a solid Learning Community that uses data to inform all teaching activities.

To continue the Minilit program in Stage 1 addressing the Literacy needs of the cohort.

Major Achievements from the 2013 Annual Plan

The school model of Inquiry Learning has been enriched throughout the year by the professional dialogue at staff meetings and the focus on our Academic group meetings before school each Wednesday morning.

The teachers have worked well as a collaborative group in their stages being reflective and planning their daily activities together.

The Minilit Program was very successful with great improvement shown in neach group of the cohort Stage 1.

The PEER Support program that was implemented was an excellent successful venture and will be continued in 2014 with the students from Stage 3 being trained in the program and thn with support will

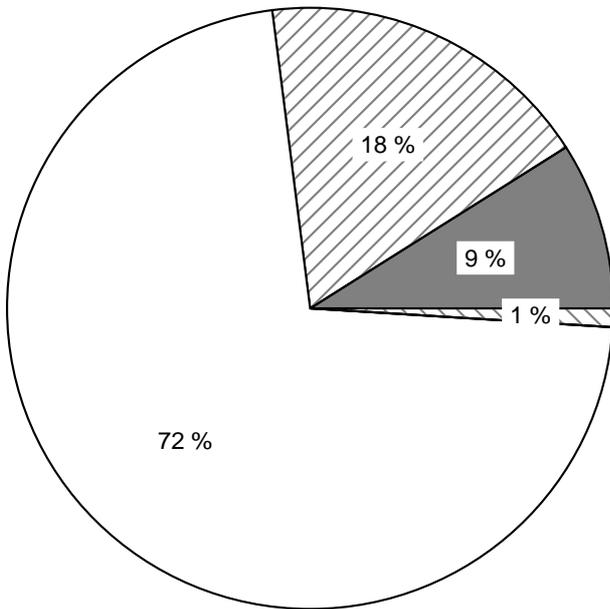
become the tutors across the vertical Stage groups.

Using the BART program for registration of behaviour has been a perfect way to collect data, analyse the data and put reforms in place to address the need sof the students behaviour both positive and negative.

Teachers are using the data collected across all subject areas to inform their teaching practice and to cater for the needs of the individaul students in their stage groups.

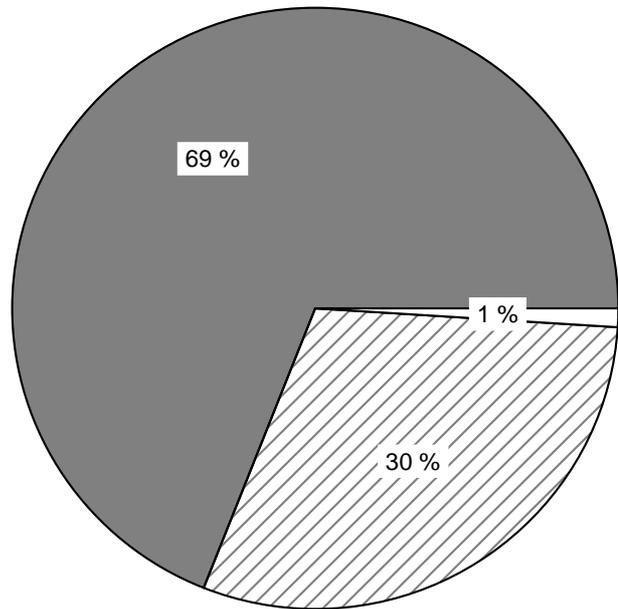
Financial Statement

Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▧ other capital income

Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.