

St Joseph's Primary School

Church St

GLEN INNES, NSW 2370

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Parish Priest: Rev Dr John Carey

Parish: Saint Patrick's, Glen Innes

Principal: Ms Maria Mowle



Annual School Report 2013

Mission/Vision Statement

St Joseph's School Glen Innes is situated in the Diocese of Armidale, and takes its mandate from the Diocesan Mission Statement, to Proclaim, to Witness and to Serve.

St Joseph's School was founded by the Sisters of St Joseph to provide Catholic Primary and Secondary Education for boys and girls. The school is an integral part of the Parish Community and shares its task of imparting Catholic traditions while respecting and appreciating the traditions of other Christians. The parents' role as prime educators of their children is acknowledged by the school which looks to them, along with priest, staff and students to form the Christian community of the school. We value the uniqueness of each member of the school community. We support each other in providing knowledge, skills and attitudes which contribute to the total development of the student. In our relationships we respect and affirm one another and live according to Gospel values. Truth, compassion and forgiveness characterise our mission to bring about a more just society. 'This is what God asks of you. . . to act justly, to love tenderly and to walk humbly with your God.' Micah 6:8

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

In implementing both the Diocesan and St Joseph's Mission statements the needs of the students are always kept at the forefront of the decisions which are made. These decisions aim to provide the students with an education which allows them to take their place in the world of tomorrow as lifelong learners able to meet the demands of an ever-changing world.

In 2013 the school focused on the implementation of the new NSW Syllabuses for the Australian curriculum, specifically English. In addition, the school also concentrated on the application of the strategic intents and actions of the school improvement plan. One of the key focus points of St Joseph's School is to strive to engage learners in varied experiences that maximise individual learning outcomes, and hence to enable students to achieve their fullest potential. To achieve this purpose,

staff are expected to investigate data to inform this learning. The school also promotes professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students.

The school was part of the Diocesan Learning Enhancement Strategy for Literacy. In particular, the school participated in The Diocesan Literacy Enhancement Program which included the adoption of 'MiniLit'. In addition, as part of this implementation, the school commenced 'MultiLit'. Staff received professional learning opportunities in these programs.

In 2013 there were many achievements at St Joseph's School. These successes can be attributed to the commitment, passion, and diligence of the students, staff and parents working in partnership. The school would not be what it is, and of what we can be so proud, without the involvement of all so wholeheartedly in this partnership.

St Joseph's School has had another positive year, and the generous support from parents, staff and students, working together continues to be a significant dimension of the school. The support of the School Board and their focus upon the needs of the students is gratefully acknowledged. The P and F fete was a tremendous success and I would like to thank the P and F members, and Fete committee for their enthusiasm, great ideas and hard work, which was well supported by volunteers. I also wish to acknowledge the subcommittees who organised such a successful trivia night and open garden catering. These were outstanding community events.

The school is supported by the committed executive and teachers who willingly give generously of their time and expertise to ensure that the students have significant learning opportunities and extra activities in a safe and stable environment. This commitment of the staff is integral in making St Joseph's a school of which to be proud.

It is the Religious Dimension of the school, communicated through both the transmission of knowledge and experience of the faith which makes St Joseph's an authentic Catholic School. The celebration of Liturgy is an integral part of St Joseph's School. These are special occasions where the reverence of the students along with their singing and participation in the Mass is inspiring.

Academically the students have striven to reach their potential and achieve their individual best and, as a whole, have performed well. Our NAPLAN results were very sound. Once again, individual students achieved some outstanding results and overall the results for the Year 3 and Year 5 cohorts were strong with many students achieving in the highest two bands for each cohort. In Year 5 the school growth is

well above that of the state in all areas.

The school offers the students a wide opportunity to participate in various sports, and the spirit of sportsmanship with which the students participate is to be commended. The support of the coaches and parents is vital to the enjoyment and success of the students in sport. The students had many successes in 2013 in a variety of sports, including: swimming, netball, rugby league, touch football, netball, athletics, OzTag, cricket and cross country. As has been our tradition, many students obtained representative honours, including at NSW PSSA Level, and one for NSW PSSA at National.

The school continued in its focus on eLearning, and as part of the school's implementation of its strategic plan it purchased another bank of iPads for students. Teachers were also provided with an iPad each, and professional learning occurred in this area. The library now has the facility for students to borrow eBooks.

The cultural life of the school was rich, with students given many opportunities to engage in this dimension of the school. The Celtic Choir, Music Aviva, and the exciting opportunity to participate in the 'Don't Stop Believing' Concert in Armidale were highlights. These events were extremely enjoyable and showcased the talents of the students. Students were fortunate to be guided in floral art lessons by an experienced facilitator and volunteers. This generous opportunity afforded us the ability to participate as a school in the 'Floral Art' Competition at the local Glen Innes Show, showcasing for us and the wider community the talents of the students.

St Joseph's has had a strong presence in our wider community by continuing its fine tradition of being involved in community events, including the Celtic Festival, ANZAC Day, and the Red Cross Christmas Tree Display.

As the school is part of the St Patrick's Parish, this is an important opportunity to acknowledge the guidance and support of our Parish Priest, Reverend Doctor John Carey.

2014 will be a year of looking for opportunities to improve the educational opportunities that each student receives to allow them to fulfil their individual potential. The continued implementation of the Diocesan Learning Enhancement Strategy will support this goal. The implementation of the new NSW Syllabuses for the Australian curriculum for Science and Mathematics will be a focus. The school will also review and evaluate the application of the strategic intents and actions of the school improvement plan 2012-2014. This will provide data for the formulation of the next School Improvement Plan.

Parental Involvement

It gives me great pleasure to present the Chairman's report for St Joseph's School for 2013. I'd like to begin by thanking our Parish Priest for his spiritual guidance and direction. 2013 was a very big year for our school, our staff and our students, a year which also presented many challenges. Our school is built upon the four cornerstones of Catholic education: academic achievement, spiritual growth, cultural development and physical growth and achievement. Academically we have had a great year. Our academic results were outstanding, our internal testing has shown growth across the school and we achieved great results in external testing and academic competitions. On the sporting front we had students represent the school at a Diocesan level in a number of sports, with students going on to represent the Diocese at Polding and one student going on to participate at the NSW PSSA. Culturally our Infants and Primary choirs sang at the Celtic Festival. Our Primary Choir also sang at the Red Cross Conference, the 'Don't Stop Believing' concert in Armidale, at Confirmation Mass and at the Fete. Spiritually our students have enthusiastically participated in class liturgies; class Masses and whole School Masses. In June we had 19 students make their First Communion and in November we had 14 students undertake their Confirmation. Our school's strong commitment to Faith and Practice has guided and helped us through the year. Our P&F have done a wonderful job this year. They have been very active in raising funds for our school and along the way have had a great deal of fun. They ran an outstanding trivia night, school discos, open garden catering and a highly successful fete. Our parent body continues to support the school in a wide variety of programs from 'MultiLit', reading and maths groups to organising book club, manning the canteen at the athletics carnival, selling raffle tickets, training sporting teams and attending assemblies and Class Masses. Our school would not survive without the generosity of our parents. At a Board level we have worked cohesively as a team to make sure the best outcomes for our school are achieved. We have strived to ensure that our budget is balanced and expenditure is targeted and strategic. To this end we have overseen the purchase of various IT items including Ipads, laptops and Kindles. We have refurbished the upstairs classroom for Year 1 to occupy in 2014 as our student numbers have continued to increase. We have undertaken several small capital projects including the extension of the groundskeeper's shed to incorporate a dedicated sports equipment shed. The installation of a roof from the MacKillop building to the Fitzroy Undercroft to cover the stairs making the whole area weather proof, the installation of gutter guard to all the gutters in the school and the installation of air conditioners to the MacKillop Block

were among the projects completed. The Board has been involved in the appointment of several temporary staff this year. Recruitment is never an easy job, however we were blessed with several quality candidates and our school has benefited from this. Our school underwent an attestation audit in Term 4 and no problems were found. The Board's role in policy development and fiscal management showed through during the audit process. In closing I'd like to thank each and every one of you for your support during the year. School Board Chairperson 2013.

Student Leadership

The Student Leadership Team at St Joseph's School is led by our two school captains who are supported by two House Captains from each of our three houses and one SRC member from each class from Year 1 to Year 6. Throughout 2013, the school leaders worked on a mixture of social and fund raising events within the school. These included an Easter raffle, pyjama day and mini fete. Student leaders were prominent in their participation in a number of community events and celebrations including ANZAC Day, Remembrance Day, World Day of Prayer, the Celtic Festival and Catholic Schools Week. The newly formed Mini Vinnies group continued to operate and a number of events were organised with their assistance. On many occasions, visitors were welcomed to our school by Leadership Team members. The Student Leadership Team in 2013 capably fulfilled their leadership roles which contributed to developing more responsible and proactive students. School Captains 2013

School Profile

School History

St Joseph's School was founded by the Sisters of St Joseph of the Sacred Heart to provide Catholic primary and secondary co-education. St Joseph's School was opened on 21st January, 1884, with an enrolment of 30 students. The school continues to thrive with an enrolment of 190-200 students. The first school catered for day pupils, but boarding facilities were soon provided. The boarding section closed in 1978. The original school was a wooden building erected next to the church. A two-storey block was completed in 1926. In succeeding years the school underwent a number of extensions to its buildings. St Joseph's College, a separate secondary school, was opened in 1969, and extended until 1997. In 1988, the college and school again amalgamated to form a coeducational school from Kindergarten to Year Ten. At the end of

2001, the secondary department closed. The school remains a thriving primary school. The Sisters of St Joseph of the Sacred Heart maintained their presence in the school from 1884 to 1995. A lay principal was appointed after this time. From 2006-2010 a Sister of Saint Joseph of the Sacred Heart was appointed as Principal. In 2011 a lay Principal was again appointed to the school. The traditions and ideals built up during the time of the Sister's of St Joseph still have significant influence in the culture of the school. All buildings have been refurbished in 2011, which included the funding from the then Commonwealth Government under the Building the Education Revolution to provide the school with a new library and hall. St Joseph's has a strong focus on the achievement of personal best. The curriculum focuses on creating 21st century learners, able to use the capabilities – knowledge, skills, behaviours and dispositions - which they acquire to thrive in the world. Improvement strategies for Literacy and Numeracy results are identified and implemented annually. These strategies are designed to meet the needs of each individual student and cohort. Technology is valued as a tool for learning, and so computers, Ipads, electronic smartboards and Wi Fi internet access are available in all classrooms for individual and group work. All Key Learning Areas are well resourced.

Location/Drawing Area

The school is situated at the junction of the Gwydir and New England Highways, close to the central business district. It is located within very spacious grounds which also contain the Church, Parish Hall, and Presbytery. The former Convent building, which is adjacent, is now privately owned. Glen Innes is part of the New England Tablelands in northern NSW, the Celtic Capital and site of the Australian Standing Stones. The main industries are agriculture (wool, sheep, cattle) viticulture, sapphires and tourism. In 2013, the Glen Severn Council area has a population of approximately 8600. St Joseph's is one of two primary schools in Glen Innes. There is also a K-2 school in the town plus other K-6 schools located in the surrounding district and outlying villages such as Red Range, Emmaville, Ben Lomond and Deepwater. The majority of students live within the municipality with the remaining students travelling to school by bus from outlying areas.

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	11	16	5	0
1	18	18	1	0
2	9	11	0	0
3	15	15	0	1
4	9	13	3	0
5	14	20	3	0
6	8	15	1	0
2011	88	94	8	1
2012	100	103	9	2
2013	84	108	13	1

Student Mobility

During the course of 2013 seven students, comprising six families, enrolled at the school. Also during 2013, nineteen students, comprising thirteen families, sought enrolment at other schools. All of the nineteen students who left St Joseph's left the district with their families. One student left and then returned.

Student Attendance

Average daily attendance for 2013

Kindergarten	96.6%
Year 1	96.8%
Year 2	94.3%
Year 3	96.5%
Year 4	96.7%
Year 5	93.6%
Year 6	94.9%
All students	95.6%

Management of Non-Attendance

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

Parents are reminded that a letter of explanation is required for all occasions when children are away from school. A reminder is sent if an explanation is not submitted. Parents are reminded of their legal obligations under the Education Act (1990) in regard to regular attendance at school. If there are attendance difficulties a range of strategies may be employed (Guidelines for the Management of Student Attendance in the Armidale Diocesan Schools System 6.3).

Staff Profile

The staff of St Joseph's School in 2013 comprised eleven teachers which included nine full-time teachers and two part-time teachers. The Executive was comprised of three members, the Principal who was non-teaching and the Assistant Principal and the Religious Education Coordinator who were also classroom teachers. The school had a Student Support Teacher who was also a classroom teacher. In addition to these Executive members and Specialist support staff, there were another seven classroom teachers, some of whom had specific roles of responsibility such as library, sport and student representative council patron. One teacher took maternity leave for terms 2 to 4, and was replaced. Other staff included six Educational Assistants two of whom were full-time and the other four part-time. In addition there was an Aboriginal Educational Assistant. The office was staffed by two secretaries, both of whom were part-time. The school also employs a part-time Grounds/Maintenance person and a cleaner. All teaching staff were fully qualified through a higher education institution within Australia. Almost all have undertaken postgraduate studies with two of the staff having Masters Degrees and six teachers with combined Bachelor Degrees and/or Teaching Diplomas. The teaching experience of the staff ranges from 2 to 44 years. All support staff have qualifications appropriate to their job description. The staff retention rate was 100%.

The average daily staff attendance rate for 2013 was 96.34%.

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%
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Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
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Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%
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* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education	90
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Percentage of teachers undertaking accreditation to teach Religious Education	0
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Staff Professional Learning

All staff, including Educational Assistants and Support staff (full-time and wartime) are encouraged to attend Professional Learning opportunities both within the school and at other venues. They are also involved in religious retreats pertinent to their positions, both externally and at school based Twilight Retreats. In addition Religious Education Professional Development for all staff in 2013 included Lectio Divina and the Prayer Form: Eucharistic Adoration and Meditation. A number of professional development opportunities were participated in by staff throughout the 2013 school year. Staff attended sessions relating to implementation of the English Syllabus for the Australian Curriculum, Team Leadership for School Improvement (TLSI), 'MiniLit', 'Multilit', Mathematics, English, Non-Violent Crisis Intervention, Behaviour Analysis Report Tracking Program (BART), Child Protection and Anaphylaxis. Individual staff members were involved in professional learning such as Disability Standards Training, Creating and Responding to Story Worlds, Electronic Roll Marking and the Library inservice. The Principal, Assistant Principal, Religious Education Coordinator and Student Support Teacher attended professional learning specific to their roles.

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

St. Joseph's School is part of St. Patrick's parish, Glen Innes. The Principal and Religious Education Co-ordinator work closely with the Parish Priest. The Reverend Dr. Carey is highly visible in school activities. The Liturgical life of the school revolved around the liturgical celebrations throughout the Church calendar, particularly Lent, Easter, Advent, Christmas and other significant Feast days. The students and parents had numerous opportunities to celebrate the Eucharist at Whole School Masses and Class Masses. Masses were celebrated weekly with each class having one Mass a term to prepare and celebrate. The themes for these Masses were carefully selected based on the Liturgical Seasons and Religious Education lessons being taught. Each Primary class participates in the sacrament of reconciliation once a year. Whole school liturgies were celebrated for the start of the school year, Ash Wednesday, Feast of St Joseph, Mother's Day, Father's day, ANZAC Day, Feast of St Mary MacKillop, Mary Help of Christians, as well as the end of the school year. School meetings (for example: P&F, Board, Staff and Class) and assemblies started with a prayer. Staff also celebrated Staff Prayer each Friday morning with staff taking turns to lead. Prayers are also prayed in each class every morning, prior to meal times and at the conclusion of the day. Staff also participated in a staff Mass each term.

Staff and Student Faith Formation

Three Parish Sacramental Programs were run in 2013. Year 3 students made their First Reconciliation and First Communion while Year 6 were Confirmed. All staff participated in a Spiritual Formation Day. A number of staff members attended two school twilight retreat evenings. The staff attended short professional learning opportunities on three different prayer forms during the year, and attended a staff Development Day on a prayer type. Two staff members attended the Religious Education 'Story Telling Professional Learning'. Four staff members attended an evening talk with Bishop Kennedy on Vatican II. Students participated in class

prayer and whole school prayers such as school assemblies, opening school prayer, ANZAC Day and Remembrance Day. The students in Years 5 and 6 attended retreat days prepared and lead by staff members.

Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69	75.6
2012	68.4	69.4
2013	70.8	76

Social Justice

The whole school community, through the Student Representative Council and St Vincent de Paul 'Mini Vinnies', was involved in fund raising activities for CARITAS, Children's Missions and the local St Vincent de Paul Society during 2013. Mini Vinnies organized a successful towel drive for the local St. Vincent De Paul chapter. Social Justice was an integral part of the religious education Curriculum. Individual teaching units addressed Social Justice issues.

Parish Links

St Joseph's school is closely linked to St Patrick's Parish. Staff were involved in the delivery of the parish sacramental lessons and the organisation of First Reconciliation, First Communion and Confirmation. Some students were altar servers at school and weekend Masses. The school community was involved in the Parish celebration of Ash Wednesday, Holy Thursday, Feast of St Mary of the Cross MacKillop, and the Family Christmas Eve Mass. The Parish priest is a regular visitor to the school.

Respect and Responsibility

The student leaders accepted their responsibility for leadership by being outstanding role models for the younger students and by performing a number of tasks around the school. Participation in the local show, ANZAC, and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer and the Red Cross Christmas Tree Display ensured the school contributed to the Glen Innes community. The school has a buddy system for new students and Kindergarten students.

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

During 2013 the school implemented the Diocesan Learning Enhancement Framework and as such, the school curriculum focus continued to be on enhancing student achievement in Literacy and Numeracy. To enhance student achievement in these areas, initiatives included whole school analysis of NAPLAN and PAT Comprehension and PAT Mathematics data. Implementation of selected strategies to address identified weaknesses and in class support and whole staff professional development especially in the areas of English, assessment, comprehension, and, 'MiniLit' reading and 'MultiLit' also formed part of these initiatives. Staff at St Joseph's School continued their commitment to cater for the individual needs of students by providing a wide range of learning experiences. Staff ensure that their programs detail differentiated learning. Experienced Educational Assistants assisted classroom teachers to support the learning needs of students. Indigenous students were supported in the classrooms by our Aboriginal Education Assistant who also takes a large role in the incorporation of Aboriginal perspectives in teaching programmes across the Curriculum. The integration of ICT in student learning was enhanced by the consideration of the General Capabilities ICT. The purchase of iPads for teachers and increased provisioning of iPads and laptops for use in classrooms in addition to the continued employment of an ICT assistant also contributed to the integration of ICT into pedagogy. Students were again provided with the opportunity to take part in state wide competitions in Mathematics, Spelling, Writing, Science and Computer Technology. Student results in these competitions indicated that the curriculum provided enabled them to perform creditably. St Joseph's School again took part in the Brain Olympia achieving well in the Diocesan competition. St Joseph's School provided opportunities for all students to further develop their skills and achieve success at Diocesan, Polding, State and National level in a variety of sports. Students represented the Diocese in Athletics and Swimming, Touch Football and Cross Country. Daily Physical Education and 'Crunch and Sip' initiatives continued to be a part of the Curriculum for all students. Representatives from a number of sporting bodies visited the school for further skill development in a number of major sports. Our cultural programme

saw students perform with credit at the Don't Stop Believing Concert, community celebrations and school and class Masses. Students were involved in singing and dancing at the local Celtic Festival. Students also had entries in the Glen Innes show in a wide variety of sections. The School was well represented in the annual Red Cross Christmas tree display. Visiting authors and illustrators, Musica Viva, and Life Education were among many opportunities for students to broaden their experiences. The children participated in a range of excursions both within and outside the local community, and a virtual excursion. Staff professional learning focused upon the implementation of the NSW Syllabus for the Australian Curriculum.

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	10	53	37
	National	11	41	46
Writing	School	6	47	47
	National	8	43	47
Spelling	School	10	55	35
	National	13	42	43
Grammar & Punctuation	School	19	39	42
	National	10	37	51
Numeracy	School	10	67	23
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	9	51	40
	National	12	54	33
Writing	School	3	60	37
	National	18	60	20
Spelling	School	20	46	34
	National	16	51	30
Grammar & Punctuation	School	9	43	48
	National	14	51	33
Numeracy	School	14	54	32
	National	20	53	25

The school results in Literacy and Numeracy were strong for this cohort, continuing the school's tradition of excellent achievement, with a number of students excelling and being placed in the top bands. Highlights of this achievement include all Year 5 students were 27 scale scores above the state average in Writing. Year 5 boys were 40 scale scores above the state average growth in Writing while Year 3 girls have improved 55 scale scores from the 2012 data in Spelling. Year 5 students achieved above the State mean in all areas except Spelling. These results indicate that strategies and programmes introduced in 2012 and sustained in 2013 have proven successful in achieving student improvement in Literacy and Numeracy. Further analysis of these trends and specific targeting of individual needs will continue in order to facilitate student development at both ends of the spectrum.

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	96.7	100
	National	95.3	96.1
Writing	School	96.7	97.1
	National	95	91.7
Spelling	School	100	91.4
	National	93.9	93.1
Grammar & Punctuation	School	90.3	100
	National	95.3	94.8
Numeracy	School	96.7	97.1
	National	95.7	93.4

These results show the vast majority of students at St Joseph's school achieved the national minimum standard in 2013.

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.

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 • provides student welfare policies and programs that develop a sense of self-worth and foster personal development. The school continued to use the Behaviour Analysis and Reporting Tool (BART) which has been developed by the Catholic Schools Office to record, track and analyse student behaviour. 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. Students had access to a Centacare Counsellor who made regular visits to the school. Restorative Justice issues were looked at during staff meetings. Most staff were involved in Non-Violent Crisis Intervention Training in 2012.

The full text of school and diocesan policies are available at the school's office.

There were not any changes made to the Pastoral Care Policies in 2013.

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 from the school office.

No changes were made to the Discipline Policy during the 2013 year.

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.

No changes were made to the Student Anti-Bullying Policy during the 2013 year.

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 at the school office.

No changes were made to the Enrolment Policy during the 2013 year.

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 at the school office or on the CSO website.

Parent, Student and Staff Satisfaction

During 2013 an independent company was employed by the Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Teachers, parents and students all completed surveys on their satisfaction regarding the school. Results of the survey for the overall satisfaction score for each of these groups was high. Students rated the school as excellent in all areas. Students were proud to attend St Joseph's School. The students believed that doing their best was important to them. They also believed that if they tried hard, they would be rewarded. Parents rated the school as excellent in all areas except School Improvement which was still rated highly as good. Strategies to advertise more effectively the Schools Improvement Agenda will be a focus. The surveys will be analysed further in order to inform priorities and enhance all aspects of school life.

School Review and Development

Annual School Priorities 2013

The staff of the Diocesan system of Catholic schools of the Diocese of Armidale is committed to striving for educational excellence. As such, the Overall Strategic Intent and Annual Action Plans of the School are drawn from the Armidale Diocesan Strategic Directions.

Strategic Intent 1: Mission and Evangelisation. The Diocese, as a system will promote Mission and Evangelisation through the following Strategic Directions: SD 1.1: Strengthen the process of staff formation in order to further staff commitment to and participation in the evangelising mission of Catholic schools. SD 1.2: Promote family involvement in the faith life and faith development of children in Catholic schools. SD 1.3: Integrate the activity of Catholic schools within the life of the surrounding parish(es) so that students are given a sense of belonging to the Church beyond their family and school. Specifically at St Josephs the school will:

1. Plan staff formation in order to further the commitment to and participation in the evangelising mission of the school.
2. Ensure the centrality of Jesus Christ in the school's vision, mission and all

aspects of policy. 3. Continue to implement current practice to promote and provide opportunities to participate in the life of the Parish and wider Church.

Strategic Intent 2: Learners and Learning The Diocese will promote Learners and Learning through the following Strategic Directions: SD 2.1: Engage learners in varied experiences that maximise individual learning outcomes. SD 2.2: Promote professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students. SD 2.3: Review and consolidate programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being. SD 2.4: Foster a culture of investigation to inform the learning process, supported by on-going professional learning and target-setting. Specifically at St Josephs the school will: 1. Continue to develop a culture where students are given increased and varied opportunities to engage in a range of learning experiences which selectively utilise ICT equipment and software to improve student learning outcomes. 2. Implement the school model, using school and Diocese resources, for supporting increased and focussed whole-school collaboration in many areas of the learning community for the purpose of designing high-quality learning experiences for students. 3. Continue an approach which identifies programs and practices to build resilience and enhance physical, social, spiritual, cognitive, moral and emotional well-being. 4. Continue to enable the staff to identify relevant criteria and assessment and evaluation data which can be effectively used to track, monitor and review student progress.

Strategic Intent 3: Leadership The Diocese will promote Leadership through the following Strategic Directions: SD3.1: Promote a shared understanding of Christ centred servant leadership across the Diocese. SD3.2: Identify leadership potential at all levels and implement formation programs to offer opportunities to enhance individual capabilities and organisational capacity. SD 3.3: Expand the modes of and opportunities for professional learning and dialogue to strengthen leadership capabilities and capacity across the Diocese. Specifically at St Josephs the school will: 1. Be committed to encouraging participation in Diocesan programmes to support staff understanding of Christ centred leadership. 2. In discussion with CSO personnel evaluate the formal and informal succession planning 3. Engage school staff in career planning using resources and programs made available by the Diocese.

Strategic Intent 4: Partnerships The Diocese will promote Partnerships through the following Strategic Directions: SD4.1: Foster positive family - school partnerships that focus on individual outcomes and the Common Good. SD4.2: Nurture partnerships within and between schools, parishes and the

Catholic Schools Office for the Common Good. SD4.3: Facilitate and encourage positive partnerships between the Diocese and the local, regional and global communities. Specifically at St Josephs the school will 1. will enhance its practice in fostering positive family- school partnerships that focus on individual outcomes and the Common Good. 2. Nurture partnerships within and between schools, parishes and the Catholic Schools Office for the Common Good, and actively contributes to celebrations, observances and charitable works in a meaningful way. 3. Be proactive in facilitating and encouraging a positive contribution to, and partnership with, local, regional, Diocesan, national and global levels. **Strategic Intent 5: Resourcing** The Diocese will promote Resourcing through the following Strategic Directions: SD 5.1: Develop, agree to and apply principles of equity, subsidiarity and sustainability to the distribution of financial, physical and human resources across the Diocese and within schools. SD 5.2: Identify and promote sound financial, physical and human resource management and accountability mechanisms. SD 5.3 Make more effective use of existing accountability requirements, to guide school and Diocese improvement. Specifically at St Josephs the school will 1. Continue to follow Diocesan principles of equity, subsidiarity and sustainability to the distribution of financial, physical and human resources across the Diocese and within schools. 2. Implement a plan for the purchase of items for ICT and budget accordingly, actively seeking other areas to have savings made. 3. Continue to develop the culture in the school so that an understanding, and implementation, of existing accountability requirements, specifically WHS, guide school and Diocesan improvement.

Projected School Priorities 2014

The Projected Annual School Priorities are to:

- Organize the celebration of Staff Masses, retreats, twilight retreats and theological input each term, including prayer forms.
- Organize a Staff Religious Education Professional Development Day on the Evangelising Mission of Catholic Schools
- Ensure prayer holds a central place in the life of the school
- Ensure the Diocesan Catholic Values statements receive emphasis on the school
- Invite parents to attend liturgies and school religious celebrations, through the term planner, newsletter, and class newsletter and class invitations.
- Inform parents of the values and principles underpinning the fundamental purpose of Catholic Education
- Actively encourage parental support and participation in the life of the school.
- Attend Diocesan events.
- Develop ICT checklists of Staff and Student ICT skills based on the General Capabilities: ICT.
- Provide ongoing training and in-service in ICT in staff meetings to increase capacity to use ICT in

the classroom and to implement the requirements of ICT in the NSW Syllabus of the Australian Curriculum: English, Mathematics and Science

- Continue to budget for the provision of, and provide, relevant efficient technology, space and tools which will meet developing needs
- Ensure staff participation in the online Learning Modules for Mathematics and Science
- Offer staff the opportunity to complete the Professional Learning Modules available on the CSO COL to implement the NSW Syllabus of the Australian Curriculum: English, Science and Mathematics.
- Implement the Diocesan Literacy Enhancement Strategy Reading K -2, including 'MiniLit', Best Start, the ACER Pat Maths and Pat Comprehension testing.
- Investigate the development of a wellbeing framework, possibly supported by an appropriate program
- Re-evaluate the BART Program.
- Continue the focus on effective assessment and reporting of student achievement, including providing professional learning for staff in various forms of assessment and evaluation data which can then be effectively used to track, monitor and review student progress.
- Review the current Assessment plan for each KLA, and the whole School Assessment plan in the light of the NSW Syllabus of the Australian Curriculum.
- as an Executive, read and discuss the National School Improvement Tool.
- Provide continual reference to communications in regards to the AITSL standards and expect staff to complete the AITSL SAT (Self-Assessment Tool) online.
- as an Executive, be involved in a professional learning program for school leadership provided by CSO, as it becomes available.
- Continue to promote a culture of a shared commitment to improvement.
- Participate in the community events such as: the Celtic Festival, and ANZAC Day Services
- Participate in other Catholic Schools Transition and the Celtic Schools Community Transition programs for year 6 into 7 if offered
- Participate in Sport, at local, Diocesan, Polding, State and National level competitions
- Monitor the ongoing developments and revisions in WHS, formulate necessary WHS policy and ensure teachers complete the Professional Learning additional opportunities as they become available in as eLearning modules.
- Make provision for all teaching staff to complete the Disability Discrimination Act Training.

Major Achievements from the 2013 Annual Plan

These achievements have been evaluated within the structure of the Diocesan Strategic Intent.

Strategic Intent 1: Mission and Evangelisation. Staff celebrated a Staff Mass and participated in theological input from the Parish Priest once a term. A number of staff attended CSO Retreat Days.

All staff meetings commenced with a Prayer, and students and staff use various forms of prayer. Staff participated in four in-services on specific prayer types, and attended twilight reflection afternoons. Parents were invited to attend School and Class Liturgies, and reflection afternoons. As part of the enrolment and orientation process new parents were informed of the values and principles underpinning the purpose of Catholic Education. Representatives from the school attended the Catholic Schools Week Liturgy and Spirit of Catholic Education Awards ceremony. Year 5 and 6 students visited other Catholic Schools for transition. The Sacramental Programs were delivered within the context of the Parish, and the school participated in the Holy Thursday and Christmas Eve Masses.

Strategic Intent 2: Learners and Learning. These achievements occurred within the framework of the Diocesan Learning Enhancement Strategy for Literacy. As part of assessing the provision of relevant technology, and planning for such resourcing as the budget can accommodate another fourteen Ipads were purchased for student use. Staff were provided with an Ipad for use for teaching, and were introduced to new eLearning tools. Sixteen laptops for use with the infants were also acquired. Staff participated in the e-learning Conference: Developing a Diocesan Learning Framework, and completed the Professional Learning Modules to implement the NSW Syllabus of the Australian Curriculum: English. The school implemented the Diocesan Literacy Enhancement Strategy Reading K-2 which involved the introduction of 'MiniLit'. Staff received professional learning in the area of principles of effective assessment for and of learning, evaluation of data and reporting student achievement. The whole School Assessment plan was reviewed and endorsed by the School Board. An analysis of a wellbeing program was undertaken with a view to finding a suitable program for implementation in the future. An on-going evaluation of the BART (Behaviour Analysis Report Tracking) program occurred in order to focus on student wellbeing.

Strategic Intent 3: Leadership. The Principal, the Assistant Principal, the Religious Education Coordinator, and the Aboriginal Education Assistant and some teaching staff attended the relevant CSO retreats. The teaching staff engaged in the Team Leadership for School Improvement (TLSI) program at staff meetings. Relevant staff participated in Leadership Development opportunities sourced outside school and in the Diocese as they become available.

Strategic Intent 4: Partnerships. The importance of involving parents was emphasised, and parental support and participation were encouraged. Parents were informed of opportunities to be involved in the school through the newsletter and letters. The

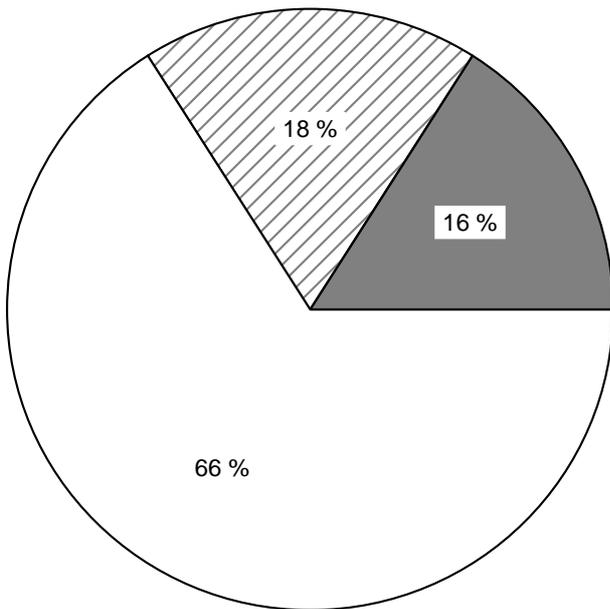
parent contribution to the school was acknowledged through various avenues including the newsletter, the Volunteers Morning Tea, and the Presentation Day speeches by the principal and the School Board Chairperson. Parents were provided with parenting information through the school newsletter.

Strategic Intent 5: Resourcing. The Armidale CSO Recruitment and Selection Guidelines were followed for recruitment and staffing. CSO Personnel assisted

in the formulation of the School Budget, including school fee setting, which was then approved by the School Board. Budget savings were discussed with the CSO, School Board and school executive and staff. The developments in Work Health and Safety (WHS) were monitored and policy was formulated as required, particularly in relation to Horse Sports and the P and F Fete. The staff continued participating in WHS Professional Development.

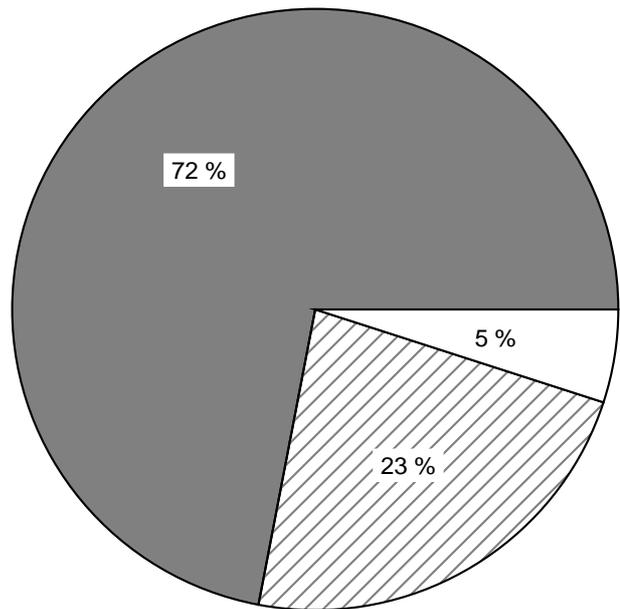
Financial Statement

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.