

St Joseph's Primary School

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WEST TAMWORTH, NSW 2340

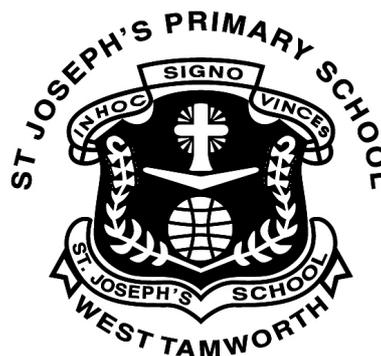
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Parish Priest: Father Ross O'Brien

Parish: St Patrick's, West Tamworth

Principal: Mrs Louise O'Sullivan



Annual School Report 2013

Mission/Vision Statement

St. Joseph's School, West Tamworth aims to form partnerships to assist parents and the local church community of St. Patrick's Parish in the formation of students in heart, mind, body and spirit. Student learning is a life long process. At St Joseph's every student is encouraged to be engaged in their own learning and we aim to help them be the best they can be in all activities they are involved in at school. St Joseph's School staff and students embrace opportunities to engage in digital technology to facilitate student success and maximise learning. We embody the philosophy of Mother Mary of The Cross MacKillop with 'We must teach more by example than by word.' Mary MacKillop. 1867 Aged 25.

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

I am pleased to report on the school year at St Joseph's for 2014. The whole school community has worked throughout the year supporting each other in our efforts to provide interesting, comprehensive learning programmes and extra curricula activities for the students. Our parent community have actively participated in the teaching and learning within the school forming a cohesive partnership that permeates all that happens in our school. St Joseph's continues to provide a positive learning and caring family environment where parents, students and staff work co-operatively in partnership to build a strong educational community. Together we strive to ensure all children are nurtured and loved as they grow and learn.

Through the dedication of a committed and professional staff the school has set many new directions, in the areas of teaching and learning and the faith development of our students. Our teachers are also learners who work hard to provide the best quality education for the children in their care. They promote a love of learning in their classrooms and encourage, support and challenge each student on their learning journey.

The Library is the hub of the school where students are encouraged to visit each week to borrow for home reading. Quiet reading and games are regular

activities during class breaks. technology is used to effectively enhance the teaching and learning within the school. Regular opportunities for free access to technology in the Library allows student to explore and consolidate their technological skills.

The engagement of a trained professional music teacher for weekly music lessons ensures quality performances at the Tamworth Eisteddfod and assists with various opportunities to perform at community events throughout the year. Our teacher offers weekly class sessions for guitar and recorder and opportunities for private music lessons for those who wish to formalise their talents with piano, guitar, flute and singing offered as individual pursuits.

An ICT Assistant is engaged to supplement ICT implementation across the school and to maintain our classroom computers, laptops and class iPads.

An Aboriginal Education Assistant leant priority to the implementation of an Aboriginal Language group at the school as well as ongoing support for students in the classroom and liaison with parents and community groups. The Aboriginal Education Assistant is integral to the organisation of school groups attendance at many community events celebrating the heritage of Aboriginal and Torres Strait Islander peoples and co-ordinating our school students to attend the annual Wii Gaay – “Clever Children” - camp for selected students. The continued classroom / home use of our Maths Backpacks is attributed to the fine work of our AEA with support from the Catholic Schools Office.

Our school sporting agenda is always full, with all students participating in events at school level as well as a significant number of students who have represented St Joseph’s at Diocesan and State level. We have had a number of local sporting clubs give free training clinics to our students during sport and PE time. We have in school gymnastics, tennis, zumba and swimming as part of our weekly PDHPE timetable across each school term.

The students have had the opportunity to represent St. Joseph’s on many other occasions throughout the year and to achieve personal goals in their chosen field of sport. We are able to boast student representation at National level for gymnastic and water polo events.

Each year students participate in local community events such as the Science and Engineering Challenge, Tamworth Eisteddfod, the ANZAC March and Wreath Laying Ceremony, Tamworth Regional Council Reconciliation Ceremony, excursions to local places of interest, Lake Keepit and Sydney, and local visits to the Regional Gallery and Library to name a few. We were proud to send a team to the Brain Olympia Regional competition. In 2013 members of our school Chess team were invited to travel to Sydney for the Annual Country Chess

Championships in Term 4. Our team came third in the tournament.

Students in Year 3 and Year 5 sat the National Assessment Program – Literacy And Numeracy Assessments Overall the students from St. Joseph’s performed at a satisfactory level. The school has made a detailed analysis of the data provided from these assessments and has set in place a plan to work with students who may need extra assistance in these areas. Further information is contained later in this report.

The introduction of Lunch Clubs has been very successful with Chess two days a week, French and Aboriginal language and knitting and crocheting. Photography and gardening are also part of lunchtime activities during the year. The school hosts two Chess Days each year for competition between regional Catholic schools.

In Term 3 the Year 6 students sat the Religious Education Test. Our results were very pleasing.

The NSW University tests or ICAS tests are very popular at St. Joseph’s testing the knowledge, understanding and skills of the students who participate. These tests are designed to identify those students who are working above the general expected class level. We have had very pleasing results in each of the tests – Maths, English including Spelling and Writing, Science and ICT with students achieving High Distinctions and Distinctions in Maths and English. Participation of all classes in the Premier’s Reading Challenge highlighted the important influence of weekly library lessons to engage students in further reading activities.

Our Year 6 student leaders enjoy the opportunity to learn more about leadership through participation in the Young Leaders Day held in Sydney, the Impact Student Leadership Conference in Tamworth and the Year 6 Excursion to Sydney each year. These experiences empower our students to grow in pride and confidence. I would like to acknowledge and commend the leadership of our School Captains and Sport Captains this year. They took their roles seriously and performed admirably.

Our Kindergarten Orientation Program and visitation days for older students ensure new children to the school are secure and confident when commencing at our school.

St Joseph’s is a welcoming and inclusive community where individuals and relationships are valued and respected.

Parents ensure new families quickly feel that important sense of belonging. St Joseph’s is enriched by strong partnerships with families, parish and the wider community.

The support and spirit of co-operation that exists at St Joseph’s is evident daily in the generous

contributions of many enthusiastic people. I thank parents for their ongoing commitment to supporting the school through regularly paying school fees and supporting school events.

St Joseph's has actively participated in community events and continues to enhance its outstanding reputation within the general community.

We recognise and commemorate our strong and proud history we look forward to the future with much excitement.

Every classroom has interactive whiteboards and there are sets of iPads for daily use available in all classrooms. The computer lab is set up for class instruction and the Library has banks of computers for student use also. We continue to ensure teachers receive appropriate professional development to support them in using this technology to maximise student learning outcomes.

It would like to acknowledge the effort of the P&F in the work they have done this year. Their fundraising efforts have contributed greatly to providing teaching and learning resources and equipment to supplement the school resources.

I would also like to add my appreciation to the current School Board members who have worked together providing advice and suggestions to best meet the needs of our parent and student body.

Parental Involvement

The past year has seen much happening at St Josephs. While the school has always enjoyed a strong sense of community; we now have the physical facilities that reflect that community pride. The new buildings have been well and truly 'broken in' and the updating of equipment into all buildings has seen all classrooms meet the high standards we expect from our school. Staff and students have been the beneficiaries of these improvements and we expect to continue to meet new trends in educational requirements into the future so enabling students to experience all that is good about schooling at St Josephs.

Student Leadership

As Captains we have been around a lot representing St Joseph's at many events. We have led the St Joseph's school group in the Anzac March and been to the ANZAC Ceremony to lay a wreath for our school community. We also went to the Remembrance Day ceremony at the Town Hall. We attended the Halogen Leadership Day in Sydney and getting a Halogen Leadership pin was pretty cool! Listening to Jessica Fox, a silver medallist was a

once in a lifetime privilege. It has been a pleasure and an honour to represent St Joseph's School and to wear the new blazers. We have had the chance to get to know all of the teachers and meet many parents and to do jobs for our school community. Making speeches at school events and carnivals has been a nerve wracking experience. Being a leader at our school has helped us become more courageous individuals and has helped us to realize our strengths.

School Profile

School History

St. Joseph's Primary School was established by the Sisters of St Joseph in 1919. The school at one time catered for secondary school students. St Joseph's School has shown steady growth in enrolments over recent years. In 2009 the school and parish celebrated ninety years of continuous Catholic education at St Joseph's School. The celebration saw many visitors who had started their school years in Kindergarten at St Joseph's. This event was widely featured in the local media as a significant community event. In 2012 the school community celebrated the completion of significant works to improve our school. A new administration block, Library and general learning areas were officially opened. The Building our Economic Revolution Initiative provided our school with the opportunity for the installation of modern facilities with the latest technology. A further grant was secured to install solar on the new school buildings with work completed in a timely manner. We look forward to this new phase in the history of our school in providing quality Catholic education to families within the Tamworth region.

Location/Drawing Area

St Joseph's School is a Catholic Primary School located in the heart of West Tamworth. the student body draws from all areas of Tamworth area across both urban and rural sectors. Our grounds adjoin the parish church and include the parish hall which is available for school use during the week. This provides us with an indoor facility in wet or inclement weather and as an arena for creative arts and sporting events. The new classrooms and library provide us with modern facilities with the latest technology available to our students.

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	13	4	0
1	8	11	3	4
2	7	4	1	1
3	6	14	5	1
4	7	12	2	0
5	8	11	3	1
6	14	10	2	1
2011	54	68	13	2
2012	61	77	19	5
2013	61	75	21	8

Student Mobility

In 2013 we welcomed 28 Kindergarten students to commenced their schooling at St Joseph's. Throughout the year some students left St Joseph's for other schools in the area. 25 Year 6 students completed their primary schooling at the end of 2013 and at the end of the year 7 students left to continue their schooling at other schools

Student Attendance

Average daily attendance for 2013	
Kindergarten	92%
Year 1	93%
Year 2	95%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	92%
All students	93%

Management of Non-Attendance

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

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance. Absence reminder notes are sent to parents / guardians if an absence is unexplained after two days. Sending of the note is

recorded by the class teacher. Excessive or unusual unexplained absences (e.g. if there is no response to the notes above) are followed up by phone or in writing by a reminder slip. Attendance rates are monitored twice each term to identify students with unacceptable attendance patterns and/or patterns of consistently late arrival. Attendance and absences (including unexplained absences) are recorded twice yearly on Student Reports. Term attendances are recorded and kept as part of attendance registration. Concerns are raised with parents as part of the reporting / interview process. Letters are sent to parents/guardians of students with unacceptable attendance patterns and/or patterns of consistently late arrival as identified in the mid and end of term attendance checks. Failure of parents/guardians to attend requested meetings and support the school Attendance Policy may result in the termination of student enrolment. This would be done in consultation with the Parish and CSO

Staff Profile

At St. Joseph's we had 7 full time teachers including the Principal in 2013. In addition to this there were 4 part-time teachers who shared the teaching role on a class due to other duties assigned to staff members. These included the Assistant Principal release teacher role, the Religious Education Coordinator release, one teacher who was in a job share arrangement, a teacher for release to face to face teaching and a Literacy Coordinator release teacher. The school staff included a Student Support Teacher who was scheduled to work 1 day per week. The Principal had a Teacher Librarian role for one day per week. As well as teaching staff there were 2 para- professionals employed for special programmes within the school and to provide in class support for staff and students. An Aboriginal Education Assistant was invaluable in the school in his role as liaison with the wider community. A Secretary, Library Assistant, Grounds and Maintenance person, Cleaner and ICT Assistant also made up our staff. In 2013 Staff members were undertaking further study to attain their Masters in Theology or Graduate Diploma in Religious Education Studies. One staff member is completing her Masters in Educational Leadership. The staff is composed of 4 teachers who are experienced teachers - more than twenty years 2 staff have up to 10 years experience, 2 staff have been teaching more than 10 years. All staff bring a range of experience to their daily teaching in the school and in the collegiality and professional learning of the whole staff. At the end of 2013 a number of teachers moved on to further their career in other schools or for a sabbatical from teaching. Two staff members resigned and moved interstate and two others moved

to other schools within our school system. One of our staff members resigned for family reasons. We look forward to new staff members in 2014 who are committed to implementing improvement strategies and developing curricula for the next few years.

The average daily staff attendance rate for 2013 was 93.15%.

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	100
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Percentage of teachers undertaking accreditation to teach Religious Education	0
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Staff Professional Learning

During the 2013 school year many opportunities for professional development were undertaken by all staff such as - CPR and First Aid refresher courses, Pool Orientation, Asthma use of ICT in classrooms and Non Violent Intervention training updates. The Principal attended Meetings each Term as required by the Catholic Schools Office as did the Assistant Principal and Religious Education Co-ordinator. Staff members attended a 21st century Fluency Project Workshop contextually connecting the school curriculum with 21st Century learning, the Annual CPTLA Librarian's Conference was attended by 2 staff members as were professional development days provided by the diocesan office for Teacher Librarians. The ACU Leadership Conference was attended for 3 days. The IEU Environment Conference was part of the agenda

as was IEU Council meetings held each Term in Sydney. An ACER Purposeful Assessment Data Workshop complemented the introduction of student Assessments Yr 3 -Yr 6. A Training day for the National Survey for Students with Disabilities was attended by the Principal and Student Support Teacher. A number of evening sessions and staff meetings were held to familiarise staff with the new Australian Curriculum in Science and Technology and English. Further PD for staff in Mathematics to support teachers in tuning student's to mathematical thinking were attended. Staff completed further studies towards Master of Theology programmes. Retreat Days, New Scheme Teacher Days and opportunities to participate in presentations for students with disabilities were attended. Workshops to prepare staff for the introduction of the Australian English Curriculum were ongoing throughout the year and attended by most staff. Para professionals and teaching staff attended MiniLit training to support students in their learning and to ensure the smooth implementation of this programme in our school. the Secretary attended a Secretarial Training day. The whole school was involved in TLSI (Team Leadership for School Improvement)workshops and staff presentations on educational topics.

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

The Liturgical life of the school is integral to the life of the school. All the students attend Mass with members of the parish each Friday. Students are provided with opportunity to receive the Sacrament of Reconciliation each Term during school time and are encouraged to attend at weekend parish times. These opportunities to gather as one to celebrate the Eucharist are well supported by parents, family and friends of the staff and students. Preparation classes for reception of the Sacraments are offered through the year and are marked as Parish celebrations. The whole school attends Mass on Ash Wednesday and other notable feast days and days of Holy Obligation during the year. We have unique celebrations for Mother's Day and Father's Day, a Grandparents Mass on the Feast of Joachim and Anne as well as whole school and parish celebrations for other special events. Parish links are fostered through

weekend Family Masses held regularly during the school term. The Parish Priest and Deacon as well as the Pastoral Associate in our parish are regular visitors to school events and classrooms to connect with our school students, parents and staff. Teachers participate in parish events and in Reading at Mass and choir at Parish Masses. The school newsletter and iPhone app publish Parish information and promote parish activities.

Staff and Student Faith Formation

The school week begins with Whole school assembly and prayer acknowledging the traditional custodians of our land. Daily prayer is part of each classroom routine. Staff meeting time and other meetings of school groups always begin with an acknowledgement of our faith and a prayer. Sacramental programmes for children making First Reconciliation, First Holy Communion and Confirmation are run each year. Parent nights are also part of these programmes. All classes attend weekly Mass and Reconciliation is offered once per term. Staff have many opportunities to participate in Diocesan RE programmes. We pray the Rosary in the month of October. The Parish Lenten programme is on offer for staff and parents. A Prayer scope and sequence has been compiled and prayer cards for staff and students. Staff are regular attendees at weekend Masses in our parish.

Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69	71.8
2012	68.4	71.6
2013	70.8	75

Social Justice

The school follows the Diocesan Charitable Works Policy. The students participated in many fundraising events throughout the year. Funds were raised for CARITAS and later in the year further funds were collected for the Children's Missions. Students and parents banded together to fundraise for St Vincent de Paul Winter and Christmas Appeal as well as activities to support schools who had been ravaged by bushfire and flood.

Parish Links

St Joseph's has strong parish links with St Patrick's Parish. Students and families attend weekly Mass during school term. Our Parish Priest works collaboratively with the Religious Education

Coordinator to assist in preparation for sacramental programmes and Parent Information evenings. We have regular visits from our pastor and deacon to the staffroom school events and classroom visits. The Parish Pastoral Associate is a key person in linking the parish with the school. Our Parish Priest holds a key place on the School Board and attends monthly meetings. He often attends the P&F meetings to interact with parents on an informal basis. A very good working relationship exists between the school and the parish. Students serve weekly on the altar and supply an prepare morning tea for the parishioners at weekend Family Masses. The school and Parish celebrate key events throughout the year.

Respect and Responsibility

St Joseph's Pastoral Care and Discipline Policy reflects the values of our Mission Statement and is based on the principles of procedural fairness. It emphasises witness to gospel values and is based on justice, self-esteem and reconciliation. We endeavour to have a safe and happy environment for all students encouraging self-discipline and responsible behaviour. Respect for and acceptance of others and their property is important. The implementation of these values can be seen in the manner in which the school rewards positive acceptable behaviour, values and attitudes. The school Student Leadership Team assists in ensuring that clear expectations and standards are maintained. The children are expected to wear the correct school uniform. Positive behaviour is recognised and encouraged as are sporting, cultural and academic achievements. All students are encouraged to show initiative, make responsible decisions and show cooperation. Respect for cultural, racial and individual differences is expected. Students are expected to demonstrate appropriate care and respect for school and individual property.

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

St Joseph's Primary School follows the Board of Studies NSW syllabus for each key learning area offered as required for registration under the Education Act 1990 and implements the curriculum

requirements of the Catholic Schools Office Armidale.

A Literacy Enhancement Project Teacher was engaged to drive implementation of specific programmes and strategies in the school. These programmes and initiatives formed a significant part of our School Strategic Intents for the year. The school continued with assessment of learning and assessment for learning in curriculum development. Identified students were targeted for assistance where required in Literacy through the continuation of Best Start Programme and the MiniLit initiative in the school. Comprehension Strategies were introduced K-6 as specific targeted strategies to improve student learning. A teacher was engaged to identify students and support teachers in class implementation of the Mathematics curriculum. The school provides opportunities for parents to engage with their child's learning through scheduled interviews. Student work samples continue to be a feature of our reporting system with samples sent home each term and an opportunity for parents to respond.

Students participate in NAPLAN for Years 3 and 5 and Year 6 students complete the Religious Education Test annually. The NSW University - ICAS assessments are offered to Yr 2-6 in English, Reading, Writing, Spelling, Mathematics, Science and Computers. Students achieved excellent results earning High Distinctions, Distinctions and Credits. Students participate in the Premier's Reading Challenge each year. Other opportunities to engage students in opportunities to excel are the Science and Engineering Day, Brain Olympia and Chess challenges.

There is a significant number of Indigenous students in the school. The Aboriginal Education Assistant is engaged to liaise with parents and teachers and provide support to staff and students. The Waa Gaay Diocesan programme enables students from Yr 4-6 to attend a bi annual educational camp for selected Indigenous students. A weekly language Club for Indigenous students is a feature of our school as is opportunity to participate in special events throughout the school year such as the Reconciliation Ceremony and NAIDOC Week activities. The school has students from many different cultures and prides itself on integration of different cultures. Indonesian language and culture is offered as an opportunity for all students K-6 to engage with the world from an Asian perspective. Some formal language classes are scheduled during the year as well as cultural days for immersion in dance, music and arts and craft.

The Student Support Teacher assist all teachers in meeting the needs of all students. Students identified with disabilities are integrated into classes and support is provided in classes where needs can

be addressed. Paraprofessionals are engaged to provide extra support to students and assist teachers in implementing the curriculum for access for all students.

Gifted education opportunities are offered for all students especially those identified as working well above their peers. Students have opportunity to engage with like minded peers within the school and are encouraged to forge links with students in other schools in the diocese, Australia and New Zealand.

Throughout the year opportunities for students to participate in a range of sporting activities are offered. many students gain selection to diocesan events and are further selected for representation a higher level. Students are regularly recognised for achievement in community sporting events and representation at local, state and national level for their chosen sport.

We are very proud of the achievements of members our school community.

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	15	50	35
	National	11	41	46
Writing	School	10	60	30
	National	8	43	47
Spelling	School	25	55	20
	National	13	42	43
Grammar & Punctuation	School	20	45	35
	National	10	37	51
Numeracy	School	25	45	30
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	0	61	39
	National	12	54	33
Writing	School	23	77	0
	National	18	60	20
Spelling	School	22	61	17
	National	16	51	30
Grammar & Punctuation	School	6	44	50
	National	14	51	33
Numeracy	School	0	53	47
	National	20	53	25

The school has completed detailed analysis of the results of the NAPLAN material. Programmes have been put in place to address individual needs of students where necessary.

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	100	100
	National	95.3	96.1
Writing	School	100	94.1
	National	95	91.7
Spelling	School	90	100
	National	93.8	93.1
Grammar & Punctuation	School	95	100
	National	95.3	94.8
Numeracy	School	95	100
	National	95.7	93.4

Student progress is tracked and where necessary adjustments are made to individual teaching and learning programmes. The school aims to provide support programmes to enhance the learning of every student.

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.

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At St. Joseph's School Pastoral Care Policy provides clear guidelines to ensure a safe and happy environment for all at our school. We have a Buddy Programme using resources from the Alannah Madeline Foundation- Better Buddies Framework. The Precision Academics resource is also utilised. The Bounce Back programme is used in classrooms to promote resilience in all students. Year 5 students have prepared a programme of activities to engage new Kindergarten students in physical activities during recess and lunch to assist the children in socialisation as well as improve physical skills. We have a specific policy which clearly shows the steps taken to address any behaviour that may be interpreted as bullying behaviour. This is circulated to parents each year via the school newsletter. The school rules and Code of Behaviour are addressed during PDHPE. Individual students sign a class non-bullying pledge at the beginning of the school year. Staff attend PD opportunities dealing with behaviour management, mental health issues and resilience. The full text of school and diocesan policies are available from the school. The Pastoral Care Policy was reviewed in 2011 by the school staff and School Board. Some minor changes

were made and reported to the school community. Steps have been taken to incorporate an identified resource to assist in the implementation of social competencies improvement.

The full text of school and diocesan policies are available from the school office.

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.

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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.

The school has adopted the Diocesan Operational Policy Guidelines and Procedures for Students with Challenging Behaviours & Education Act 5A - Behaviour Management Process. The Draft CSO Student Anti Bullying Policy has also been adopted to ensure adherence to necessary documentation and implementation of strategies to prevent bullying within the school.

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 from the school.

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 from the school office..

Parent, Student and Staff Satisfaction

A comprehensive survey of parents staff and students was made in 2013. Overall the results were very pleasing with surveyed staff, students and parents being well satisfied with the direction of the school. The parent surveys revealed that parents were happy with the caring nature of the staff at the school and the feel of our school. Areas that featured in a positive light included; the advantage of smaller class sizes the quality of the staff and the school facilities as well as the excellent reputation which the school enjoys. Parents were proud of their children's learning, communication between home and school was a positive. The Student survey showed that the children in the school were proud of their school and happy with their teachers and their learning. There were suggestions made that have become part of our school priorities for the future. The staff surveys were positive noting the school resources and facilities and how well the staff work together, sharing ideas and resources to support one another in providing quality education for the students at St Joseph's.

Parents are encouraged to contact the school at any time to discuss issues which they feel are important. Informal feedback from the student body indicates that they enjoy school and like coming each day. The school receives regular positive comments about leadership, moral and the schools public profile which are all very encouraging. The

school acknowledges areas where improvements can be made and will address these areas in the future.

School Review and Development

Annual School Priorities 2013

Promote opportunities for spiritual and faith formation of staff parents and children in Catholic schools. Participation in the Catholic School Identity Profiling Project Involvement of families in the weekend liturgies of the parish Positive behaviour expectations across the school Embedding community programmes into the PDHPE Scope & Sequence to include whole school Sip and Crunch and further implementation of Fundamental Movement Skills programme Engage learners in varied experiences that maximise individual learning outcomes. Promote professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students Further consolidation of Professional Learning Community practices with a focus on staff & student learning, teacher collaboration and improving student results MiniLit training for staff and continuance of the MiniLit programme with strategies in classrooms Whole staff focus on Numeracy to establish common vocabulary, teaching of strategies and consistent use in all classes K-6 Foster a culture of investigation to inform the learning process, supported by on-going professional learning and target setting Implementation of Targeted Intervention with additional staffing allocation to focus on Mathematics Yr 3-6 to better meet the learning needs of all students Effective intervention strategies for lower & higher performing students in literacy & numeracy Enhanced use of data to inform teaching and learning Common assessment tasks with agreed criteria better utilised K-6 Successes in Gifted & Talented programs including Brain Olympia, Chess and lunch clubs. Successful integration of new technologies by staff and students to enhance learning Enhanced identification of our new Student School Leaders through the purchase of new school Blazers

Appointment of a Learning Enhancement Teacher and into 2014 to coordinate the implementation of MiniLit and other school learning strategies. Foster positive family – school partnerships that focus on individual outcomes and the Common Good. Provision of workshops for parents to enhance their skills and understanding as partners in education Pleasing Parent Involvement & Feedback in completing Surveys, participating in Parent Workshops & supporting School Events Increased student enrolments for 2013 Participation by staff

and student members in the Diocesan Wii Gaay program and enhanced understanding of Aboriginal culture Installation of surround sound systems in all classrooms to enhance the ability of all students to successfully engage in learning Identify and promote sound financial, physical and human resource management and accountability mechanisms. Upgrading of School Maintenance Plan to address identified and significant maintenance issues Completion of most maintenance items identified as ongoing issues of concern – tree removal, classroom improvements Installation of a major Solar System to reduce electrical costs

Projected School Priorities 2014

Using the Diocesan model of 5 Strategic Intentions to plan for school improvements we have identified specific areas which we aim to focus upon in 2014. The school in association with the Parish Priest aims to foster closer ties with parents and offer opportunities for parents to further their understanding of the Catholic faith. The whole school community looks forward to better engagement in learning through special school programmes such as MiniLit and the use of specific information gathering tools and assessments to better identify student needs so as to maximise individual learning outcomes. Professional development of staff through e-learning modules and other technologies is outwardly promoted. The use of the TSLI framework in 2013 has helped to frame specific areas for future development to evaluate school programmes. The introduction of the new Australian Curriculum is a priority with staff. Providing a strong framework for student learning as well as resourcing staff and students to assist in managing a positive school learning environment. Compilation and analysis of data to improve the school culture to support learning is important with opportunities for lead teacher roles to be developed to deepen understanding and skills of all staff. The promotion and continued use of the AITSL framework to promote collaborative planning and learning opportunities for all staff especially those in lead teacher positions. It is essential that parents are engaged in their children's learning. Partnership with school, parents and community organisations to foster school relationships is promoted. We look forward to improving our tentative steps to partner with our sister school in Gore New Zealand as well as another St Joseph's School closer to home in our own Diocese - Walgett. Sound financial planning is essential to any organisation. Ensuring resources are up to date and effectively utilised across the school is paramount. The shared decision making process in place ensures equipment and resources for the school remain in the forefront of future planning.

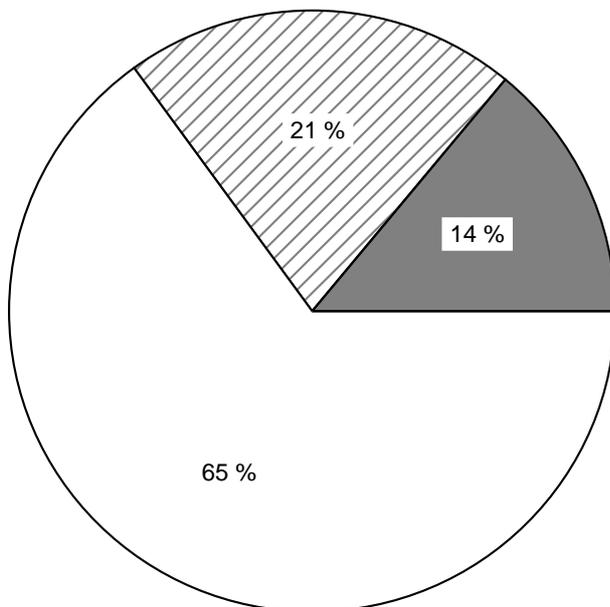
Major Achievements from the 2013 Annual Plan

2013 was a fruitful year in many ways. ICT was a major focus for the year with particular attention to the effective classroom use of school iPads to assist individual learning needs. Every classroom is equipped with an interactive smartboard and sets of computers for daily classroom use. The Library is used each day and has banks of computers for student use. The engagement of a fully qualified music teacher has proven to be a great asset to the school. Each class has a music lesson on a weekly basis where singing and instrumental work is a focus. Class sets of recorder and guitar are used each week by primary classes with Infant students utilising the school percussion instruments. The introduction of a school choir has been a bonus with students opting to attend afterschool practises to be involved. The school also offers opportunity for individuals and small groups to have instruction in singing, guitar and piano. The Diocesan Literacy Enhancement Initiative was a learning priority at the school with targeted students participating in MniLit on a daily basis four days per week. This small group instruction provided opportunity for catching up where students may have had some

discrepancies in their learning. Overall the results for our students were extraordinary. The student and parent response was very positive. A number of staff members were enrolled in further study towards Master status in Leadership and Theology during the year. This will continue to be a focus for staff into the years to come. Parent involvement in student learning is seen as an essential partnership at the school. Parents assist with Library, in class activities and with preparing and compiling student resources for hands on learning. The Parents and Friends is actively involved in the school assisting with school events and providing an opportunity for parents and the parish to with the school and the wider community. Staff Professional development is essential to allow for professional dialogue and continued learning to improve classroom practice. Online resources are utilised as well as face to face programmes especially with relation to Literacy and Numeracy. The introduction of the New Australian Curriculum in 2014 was a major focus for staff to ensure the school was well resourced and prepared for the new key learning areas - English and Science and Technology in 2014. Staff accessed the TLSI programme as a tool for collaborative planning and evaluation. This along with the AITSL framework has provided a basis for further development of school initiatives.

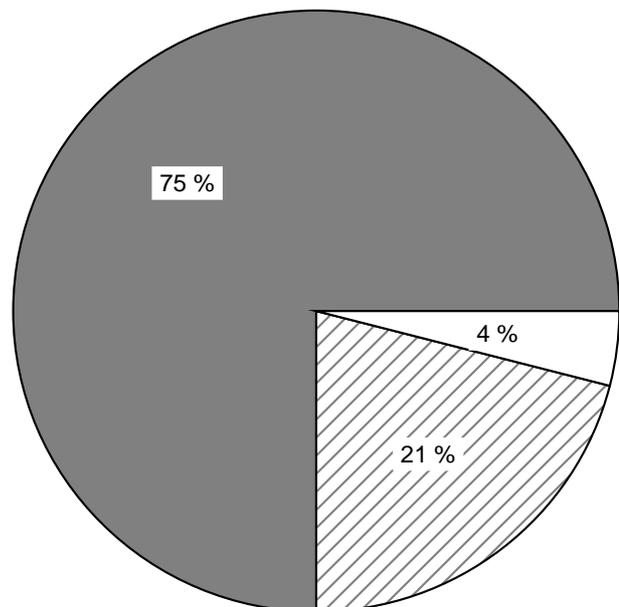
Financial Statement

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.