

St Joseph's Primary WARIALDA
Annual School Report to the Community

2015



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Principal

Mr Joseph Dimech

ABOUT THIS REPORT

St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

The 2015 school year has been a year of growth and learning for all members of the St Joseph's Primary School Warialda community. At first as the Acting Principal, then in semester 2 as the permanent principal, I have overseen a shift towards a contemporary pedagogy and the establishment of a Professional Learning Community.

The 2015 school year saw the students move into one multi-staged learning space with access to other spaces either side. A shift in mind set took place with students working flexibly in various settings throughout the day; (using the spaces termed caves, campfires and watering holes). This move allowed the students the opportunity to direct and monitor their own learning.

St Joseph's participated in many school, diocesan, town, regional and state events including academic, sporting and cultural. We ended our year with a successful Presentation Evening backed by strong support from families and the wider community.

Parent Body Message

The 2015 school year has been another tremendous year for St Joseph's under the guidance of our Principal, Joe Dimech. Joe came to our school with a tremendous amount of experience as a teacher facing the challenges of the year head on, quickly and effectively.

During 2015 the staff have been able to build a harmonious learning environment. Due to the diligent work by school administration our school remains in a strong financial position and has enacted a number of strategies to increase our student numbers to allow our school to be sustainable well into the future.

The School Board have been able to meet monthly to advise and support the Principal and deal with operational matters of the school including working bees, planned maintenance and promotion of the school through social media and advertising. The P&F continue to provide much appreciated and valuable support to our school through funding items and activities and by representing our school at social and sporting events, fundraisers and other activities.

Student Body Message

Our School Captain led by example throughout 2015 and here is an extract from her end of year speech from our Presentation Night:

One of the best things about St Joseph's is that it is such a friendly place. All the students across all the grades play together and care for each other. It's been great to get to know all the students and watch them change and grow.

All our teachers often refer to us as being like one big family – we look out for each other. It just goes to show that even though we're a small school in a small country town, we haven't missed out on anything even though the school has changed in numbers during my time here. I loved visiting other schools like Warialda High School, Holy Trinity and St Philomena's Central school for sport, performances, NAIDOC and other activities.

SECTION TWO: SCHOOL FEATURES

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

St Joseph's is a Catholic systemic co-educational primary school within the Armidale Diocese. St Joseph's is located in the township of Warialda, a small town in northern NSW with a population of approximately 1200 people located midway between Moree and Inverell. Its students come from within the town and surrounding farming properties.

The school began in 1904 under the leadership of the Sisters of St Joseph. The school was opened to allow families in this area to educate their children in the faith and to receive good quality education in the spirit of Mary MacKillop. The school continues this tradition today through the work of dedicated teaching and support staff. The support of parents in this endeavour cannot be underestimated and together we work to bring the future alive today.

In 2015 DLES funding was used to improve the outcomes for students in literacy allowing students at St Joseph's to meet benchmarks in reading and comprehension.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
11	4	0	15

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2015 was 94.31%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.99%
Year 1	96.67%
Year 2	90.91%
Year 3	94.17%
Year 4	98.01%
Year 5	91.83%
Year 6	95.56%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
3	4	7

* This number includes 1 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	School Policy and Operational Guidelines review. Planning for KLAs and New Australian Curriculum.
Term 2	The Impact Of Values On The New BOSTES Syllabi,
Term 3	No staff development day held this term.
Term 4	First Aid (with Asthma and Anaphylaxis certification)

As members of a Professional Learning Community, staff are required to undergo regular professional development.

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Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	3
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

St Joseph's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

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Liturgical Life

Students attend Mass and Liturgy of the Word each term. Throughout the year the students celebrated the following liturgies: Ash Wednesday, Holy Week, World Prayer Day, St Joseph's Day, Mothers and Fathers Day, Opening Mass, Year 6 Graduation Mass, End Of Year Mass and Holy Days of Obligation.

Sacramental Program

The school supports the parish-based sacramental programs. Three students made their First Holy Communion in June and three students were confirmed in August. There were no students in the first Reconciliation program this year. Each program began with a Parent Information Evening and two to three weeks catechesis.

School Prayer

School prayer is a part of daily school life, with formal and informal prayer times taking place within the classroom and at staff and family events. Each day begins with prayer and throughout the day, class and individual prayers are recited. Our student leaders lead us in our school prayer at our Monday morning assembly.

Students, Staff and Parent Faith Formation

Staff attended two Twilight Retreats run by the CSO Faith Formation Team in Terms 2 and 3 with the latter open for parents. Parents also received faith formation at School Board and P&F meetings. Students were provided with a variety of prayer services and experiences including meditation as part of their RE lessons. Special liturgies were held throughout the year for NAIDOC week, St Joseph's Day and Mary MacKillop.

Social Justice

St Joseph's Mini Vinnies raised awareness of Social Justice in our community during Lent (Project Compassion), Vinnies Winter, Christmas Appeals and Catholic Mission's World Mission Month. The school also raised money for Catholic Missions with a Crazy Hair Day and participated in the town's World Prayer Day.

Parish Links

St Joseph's Primary School works closely with St Patrick's Parish. Children are involved in liturgies and Family Masses. Father Abmar has worked with the school to build community. He, the principal and other parish representatives are on the School Board. Sister Anita and Sister Yvonne play a major role in our school. They participate in our school and town events (like the Inverell Eisteddfod, Anzac and Remembrance Days) as well as liturgical events.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

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SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school provides an educational program based on registration requirements of Education Act 1990, and taught in accordance with the Board of Studies, Teacher and Educational Standards (BOSTES), Australian Curriculum for NSW. In 2015 the following Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The school began to explore elements of the History syllabus in 2015. In addition, the school implements the curriculum requirement of Religious Education from the Catholic Schools Office Armidale.

During 2015 the school purchased Chromebooks to support the diocese's strategy of contemporary learning through Google Cloudshare. Students create and share work online using Google Documents, Forms and Slides and work collaboratively online with other students and staff.

The school also focused on the Creative Arts strands of Visual Arts, Music, Dance and Drama to provide students with opportunities to express themselves. Students were supported in Literacy through the Diocesan Learning Enhancement Strategy (DLES) with the running of the Minilit, MultiLit, Reading Tutor and Comprehension programs. St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received an proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

The school capitalised on NAIDOC and ATSIEP funding to purchase Aboriginal and Torres Starait Islander candles, attend NAIDOC celebrations at St Philomena's Moree, purchase Aboriginal themed teaching aids and hold an Aboriginal Cultural Day of dance and painting in Term 4.

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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	25.00%	48.20%	0.00%	11.00%
	Writing	0.00%	46.80%	0.00%	7.40%
	Spelling	0.00%	41.10%	0.00%	14.50%
	Grammar	50.00%	51.80%	0.00%	10.70%
	Numeracy	50.00%	33.60%	25.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	40.00%	33.40%	40.00%	18.20%
	Writing	0.00%	19.10%	40.00%	17.50%
	Spelling	40.00%	32.60%	40.00%	15.30%
	Grammar	40.00%	36.20%	0.00%	16.20%
	Numeracy	20.00%	27.50%	60.00%	15.80%

Student Welfare Policy

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 Warialda upholds the strong Josephite and Catholic traditions and instils within students with a sense of identity and self-worth. Our students are very inclusive, ensuring the dignity and respect of all.

No changes to this policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

St Joseph's Primary School bases its Discipline Policy on the Bishop's Commission Policy 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.

At Joseph's Primary School, each person's self-worth, dignity and potential is of fundamental importance. The school has created structures that offer support to all members of the community in their varying needs. The spirit of the school is reflected in the relationships of trust, cooperation, forgiveness and partnerships between all members of the school and parish community.

It is expected that students take responsibility for their own actions, are self-disciplined and inner directed. This is done through the implementation of the discipline policy, incorporating rights, responsibilities, whole school agreements, sanctions and positive reinforcements (such as

online behaviour tracking) which ensure that good order is established and maintained in the school community.

The school's Discipline Policy was not changed in 2015.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

During 2015 St Joseph's Primary School promoted respect and responsibility through a number of initiatives. These included weekly school assemblies where the flag is raised and Australian National Anthem sung, special events such as ANZAC Day, Remembrance Day, NAIDOC week and the Kindergarten Transition Program where older students inducted newly enrolled students in the life of the school. Students showed respect for others and school property

through weekly class and school jobs and through the Personal Development and Health units.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2015

- Establishment of a Professional Learning Community
- Moving into one flexible learning space
- Embracing contemporary pedagogy founded on collaborative planning / team teaching
- Use of Chromebooks to support students in collaborative online learning
- School promotion within the wider community and social media
- Partnering with local state and neighbouring Catholic schools for sporting opportunities

Priority Key Improvements for 2016

- Establishing a culture of student self monitoring of their own learning
- Up skilling parents in what contemporary learning looks like
- Developing Professional Learning Plans for staff
- Targeted intervention in literacy (DLES K-2)
- Using an Action Learning Initiative to improve student learning outcomes
- Exploring an inquiry model of learning for the History, Geography and Science KLAs.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were offered the opportunity to provide comprehensive feedback across five areas and they rated each area out of 5.

Leadership 4.54

Resources 4.55

Teaching and Learning 4.58

Improvement Processes 4.39

Catholic ethos 4.43

The overall satisfaction score of 90%

Student Satisfaction

Students in Year 3-6 were offered the opportunity to provide feedback across five areas and they rated each area out of 5.

General 4.10

Improvement Processes 4.25

Leadership 3.75

Teaching and Learning 4.16

Catholic Ethos 3.91

The overall satisfaction score of 81%

Teacher Satisfaction

The staff rated were offered the opportunity to provide feedback across six areas and they rated each area out of 5.

Improvement Processes 3.78

Leadership 4.46

Resources 4.67

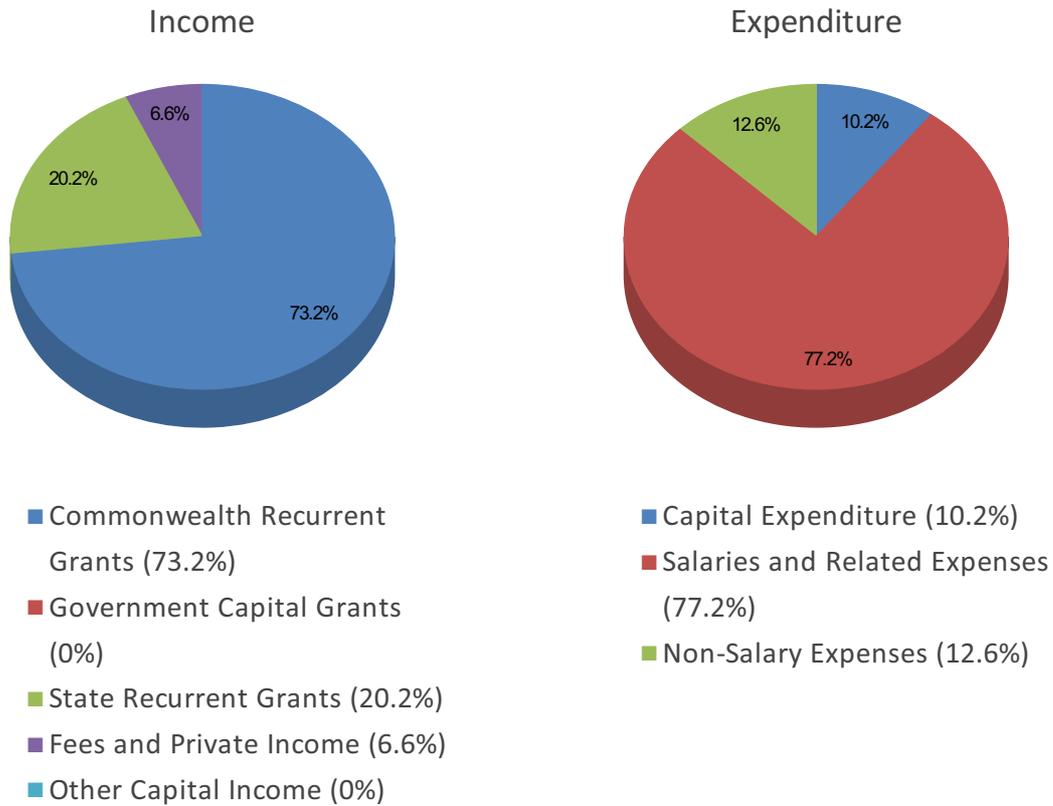
General 4.50

Catholic Ethos 4.28

Staff Engagement 4.23

The overall satisfaction score of 86%

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$367,619
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$101,719
Fees and Private Income ⁴	\$33,095
Other Capital Income ⁵	\$0
Total Income	\$502,433

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$55,516
Salaries and Related Expenses ⁷	\$418,237
Non-Salary Expenses ⁸	\$68,074
Total Expenditure	\$541,827

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Enrolment Policy

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at; <http://www.arm.catholic.edu.au> .