

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

2017



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Principal

Mrs Leanne Chape & Mr John Phillips

ABOUT THIS REPORT

St Joseph's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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

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

Principal's Message

St Joseph's Primary School strives to provide a quality education for its students in a caring environment within the Catholic Tradition. The differences, richness and beauty of all children and cultures are respected and valued. Our prayer is that every child be enabled to learn to the best of their ability and grow to their full potential in the knowledge that God loves them and has created them in his image. We continue to improve in our work as a Learning Community to provide a wide range of academic and cultural activities to give our students the opportunity to achieve in all areas of the Curriculum. Teaching and learning methods are continually evolving as our world changes, and advances in communication and technology place greater demands on the way we provide education. We have school facilities that support these changes and will take us well into the future, as we strive to provide the best Catholic education for our children, particularly in our core learning areas of religious education, literacy and numeracy. I am grateful for the dedication of the staff, the commitment of our families and the support of the parish and wider community.

Parent Body Message

Parent involvement is strongly encouraged with an emphasis on the partnership between parents and teachers in the faith development and education of the children. The Parents and Friend's Association (P&F) contribute to the support of the canteen, the uniform shop and various sporting functions. The P&F also raise funds for school improvements, including a very successful raffle with the first prize being a four wheel drive car, which has raised significant funds towards an all weather sport's court to be built in the near future. Parents are invited to attend the assemblies, open classrooms, sacramental programs, liturgical celebrations and events held throughout the year.

Student Body Message

All students of Year Six are school leaders providing them with opportunities for leadership, decision-making, public speaking and generally contributing to the life of the school. In 2017, the leaders played a significant role in leading prayers and assemblies, representing the school at important events and ceremonies, leading school house sport teams and supporting charity initiatives.

SECTION TWO: SCHOOL FEATURES

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

St Joseph's was founded by the Sisters of St Joseph at the request of St Mary of the Cross MacKillop in 1896. It serves the Parish of St Mary's, Walgett. Our mission is: 'to act justly, love tenderly and walk humbly with our God' (Micah 6:8). This is achieved by leading students to know, love and serve God, and to gain an excellent education in a supportive environment. In this environment a love for learning and creativity are fostered and Catholic values are expounded. These core values coincide with those of the National Framework and include compassion, harmony and honesty.

The school strives to create independent learners through the use of flexible learning spaces and the latest technology including iPad's and Chromebooks. Our Learning Community provides an opportunity for all children to reach their full potential as their individual needs are recognised and catered for.

We acknowledge the parents and carers as the first educators of their children and we value and encourage their contribution to our school. As educators we work together to encourage and enable every child to learn to the best of their ability and grow to their full potential. We respect the difference, the richness and beauty of all children and culture.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
90	79	3	169

* Language Background Other than English

Enrolment Policy

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

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2017 was 85.43%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.00%
Year 1	85.00%
Year 2	85.00%
Year 3	87.00%
Year 4	86.00%
Year 5	85.00%
Year 6	80.00%

Managing Student Non-Attendance

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	12	25

* This number includes 10 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	25%
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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	Professional Learning Community/Planning and Programming/
Term 2	Fidelity and Relationships/Planning and Programming
Term 3	No staff development held this term.
Term 4	No staff development held this term.

Professional learning in 2017 was conducted on:

- Collaborative Inquiry Initiative
- Seven Steps to Writing Success
- Word Study Program
- Google Classroom and Promethium Board training
- NSW Education Standards accreditation training

Teacher Standards

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

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	13
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

The St Joseph's School community came together to celebrate a number of liturgies throughout the year. Whole school Masses were held to celebrate the beginning and end of the school year. We celebrated the feast days of St Joseph, St Mary of the Cross MacKillop, Our Lady Help of Christians, as well as other important celebrations around Lent, Easter, Advent and Christmas. The Sacramental Programmes were conducted for students to receive Reconciliation and the Eucharist. Prayer is a regular part of the school day both in the classroom and at whole school assemblies.

St Joseph's participated in a number of outreach activities involving Caritas, Project Compassion, Catholic Missions, NAIDOC Week activities, St Vincent de Paul winter and Christmas appeals.

Our Parish Priest regularly visited the school and the school works closely with the parish.

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

Our School's average result (as a mark out of 50)	
Year 6	19.30

SECTION SIX: CURRICULUM

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

The main focus continues in building strong skills for literacy and numeracy. Differentiation of the curriculum is a priority so that all students are being catered for at their ability level. Quality learning strategies have been employed to achieve our learning targets. The local Aboriginal language, Yuwaalaraay, is taught to all students.

St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received a proportionate allocation of teacher time to support and monitor the implementation of the K2 Diocesan Learning Enhancement Strategy. The programs to support Early Stage 1 and Stage 1 learning include Best Start, Pre Literacy and Multilit.

The students are given opportunities and encouraged to enter national academic competitions including Mathematics, Science and Computing Studies. Aboriginal children also have the opportunity to participate in the Wii Gaay Camp which identifies individual students with particular strengths and provides educational experiences that caters for their individual learning styles. A large group of our students participated in the Mind Challenge Workshops held in Regional Centres. Students were also selected to be part of the Moorambilla Voices and regional eisteddfod.

The Peer Support Program is conducted in the school which is directed by the trained Peer Support teachers and implemented by the Stage 3 trained student tutors.

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

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	21.00%	51.60%	13.00%	10.00%
	Writing	28.00%	44.60%	4.00%	7.50%
	Spelling	24.00%	45.60%	12.00%	13.10%
	Grammar	32.00%	55.50%	32.00%	10.50%
	Numeracy	20.00%	39.80%	24.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	25.00%	37.00%	42.00%	14.60%
	Writing	0.00%	15.80%	31.00%	19.40%
	Spelling	0.00%	34.30%	39.00%	14.10%
	Grammar	0.00%	35.40%	52.00%	17.50%
	Numeracy	10.00%	27.90%	40.00%	14.60%

Student Welfare Policy

No changes were made to the policy this year.

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

Discipline Policy

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

No changes were made to the policy this year.

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

Bullying Prevention and Intervention Policy

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

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

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and

differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

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

Initiatives Promoting Respect and Responsibility

At St Joseph's we promote Gospel Values to act justly, love tenderly and to walk humbly with our God. Throughout the year a number of services promoting the importance of community involvement were attended by the school staff and students. Students take pride in being involved in community events such as World Day of Prayer, ANZAC Day Services, Remembrance Day Services, NAIDOC Week and cultural dancing and speaking in language and welcoming visitors to country. The Yuwaalaraay Language Program helps promote respect and pride for the Aboriginal culture. The program is embraced by all staff and students and has pride of place in our curriculum.

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

Key Improvements Achieved in 2017

- Professional development for whole staff on Fidelity and Relationships.
- Implementation of instructional leaders as part of the professional learning teams and collaborative teaching
- Introducing Learning Intentions and Success Criteria to all stages.
- Google classroom and Promethium Board training to engage students in learning.
- Seven Steps to Writing Success and Word Study Program implementation into learning programs.

Priority Key Improvements for 2018

- Provide PD focussing on a guaranteed and viable curriculum incorporating explicit teaching strategies and assessment to improving student learning outcomes in RE.
- Incorporate learning strategies K-6 to target areas identified in RE data analysis.
- Implement Learning Progressions K-6.
- Use teacher inquiry to develop strategies for improvement in *Reading for Understanding* and *Quantifying Numbers* with agreed targets.
- Incorporate the five high-impact instructional strategies into all learning programs.
- Review the Aboriginal and Torres Strait Islander Policy with key stakeholders with the intention of improving current practices and providing new directions.
- Engage with parents/carers with the school and parish community in a variety of forums for closer partnership in children's learning, and faith development; and fostering inclusive community value

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

An independent organisation was engaged to survey parents with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. All areas received positive feedback with the exception of Improvement Processes and Teaching and Learning, which received average feedback. There is a need to strengthen parent school relationships and communication, especially in relation to the school's annual improvement plan for student learning.

This data will be used to establish new goals for the coming year.

Student Satisfaction

An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. All areas received excellent feedback from the students. Homework was an area students indicated dissatisfaction.

This data is reviewed and then used to establish new goals for the coming year.

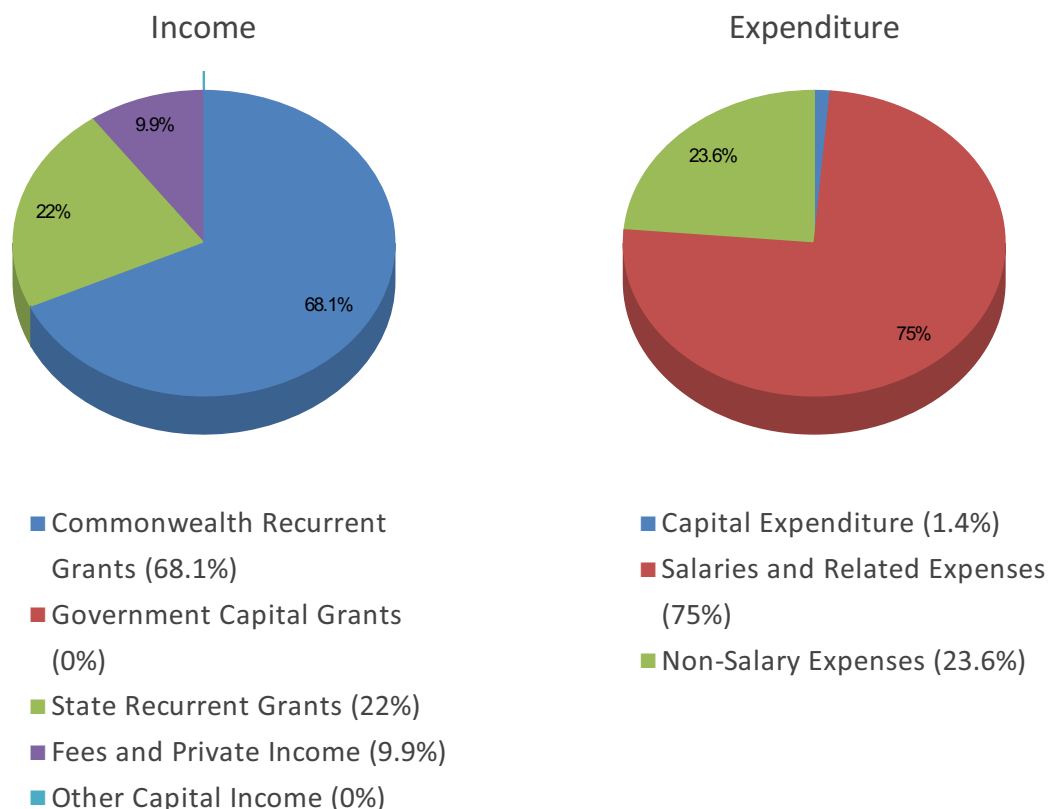
Teacher Satisfaction

An independent organisation was engaged to survey teachers with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Staff Engagement, Resources and the Improvement Process. All areas received positive feedback indicating overall satisfaction working at St Joseph's. Teachers indicated a need for more time for professional learning and

data analysis. There was also comments regarding improving outcomes for students with high abilities and those with behavioural challenges.

This data is reviewed and then used to establish new goals for the coming year.

SECTION ELEVEN: FINANCIAL STATEMENT



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

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,110,293
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$681,640
Fees and Private Income ⁴	\$307,028
Other Capital Income ⁵	\$979
Total Income	\$3,128,516

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$41,048
Salaries and Related Expenses ⁷	\$2,280,722
Non-Salary Expenses ⁸	\$717,601
Total Expenditure	\$3,039,371

For the 2017 year the St Joseph's Primary received \$28,576 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

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