

Annual School Report 2018 School Year

St Joseph's Primary School, Barraba



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Principal
Rachel Caskey

About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the 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 to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6782 1685 or by visiting the website at stjosephsbarraba.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

St Joseph's Barraba is a vibrant and progressive school, providing a high quality Catholic Education to students in the local area. Throughout the 2018 school year we celebrated many achievements and learning opportunities spiritually, personally, socially, academically and culturally.

Our school motto is "In All Things Charity" and it is this founding statement that is at the heart of everything we do as a school community. St Joseph's enjoys the fervent support of the school, parish and local community. This strong sense of community is fostered within the students who are both encouraged and supported in their participation in local community events and ceremonies.

Religious Education and faith formation was strong throughout the year. St Joseph's school attended Masses, celebrated the Sacraments of Reconciliation, Confirmation and Eucharist and raised money for a number of charities. Academically we experienced many learning opportunities and achieved pleasing results across all KLAs. We also enjoyed a wide variety of social and cultural experiences.

Rachel Caskey
Principal

1.2 A Parent Message

St Joseph's Barraba had a very busy year with sporting commitments, fund raising projects underpinned by our hard working P & F team and some very well deserved success academically on coming second in the Brain Olympia Small Schools Division.

The experienced staff worked very hard and maintained a smooth running school. In recent years St Joseph's has experienced steady growth in student numbers and this has been achieved against a backdrop of very stagnant population levels in the Barraba district. This in itself says much about the school, how it is run and what it stands for as parents are placing higher importance on the principles of the Catholic Education System and the way it is administered at a local level. We should all be very proud of our thriving little school.

As we look to 2019 I am encouraged by the team that is St Joseph's Barraba.

Mr John Bishton
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Barraba and is part of the St John's Parish which serves the communities of Barraba, from which the School families are drawn.

Last year the school celebrated 108 years of Catholic education.

The parish priest Fr John Curran is involved in the life of the school.

2.2 Catholic Life and Religious Education

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.

The Religious Education Co-ordinator, Principal and class teachers liaise with the Parish Priest (Father John Curran), when preparing the children of the parish for Sacramental programs and for whole school Masses and liturgies. Parents of students in sacramental classes attend a parent information meeting at the commencement of the instruction period for each Sacrament with the parish priest, class teacher REC and Principal. At these meetings parents are informed about the sacrament, the sacramental program and procedures for the celebration.

Each year the students in Year 3 from St Joseph's School are prepared in class to receive the Sacrament of the Eucharist for the first time. The students in Year 2 receive the Sacrament of Reconciliation for the first time during the year. The Sacrament of Confirmation is celebrated biannually for children in years 5 and 6.

The celebration of each of all Sacraments is very special and the children participated with great reverence.

Celebrating Mass when possible is an integral part of the faith journey of everyone at St Joseph's. The Parish Priest provides guidance through his homilies and interactions with the school. He assists all of the children to recognise that they are each an important member of the Church. Parents and friends are always welcome to join the school in celebrating the Mass. Children are also able to sit with their families during school masses. Sr Petra is also a wonderful asset to the faith life of our school. She visits regularly to talk to the children, staff and parents. She also attends school masses and offers pastoral care to our community.

Special occasions and feasts are celebrated at St Joseph's through both Liturgical and Eucharistic celebrations.

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	24



2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	3	4	3	6	2	5	8	31	37
Female	3	4	0	10	5	7	3	32	35

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	90.0%	91.0%	87.0%	89.0%	90.0%	90.0%	89.0%	89.4%

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 nonattendance 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.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2. Those teachers at the NESA Teacher Accreditation Proficient level.	6
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	4
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	2

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

At St Joseph's School we are committed to instilling within the students a sense of respect and responsibility towards others. Lessons promoting respect and responsibility are taught in each class and are embedded within Religious Education and PDHPE lessons. The School Captains and House Captains are elected by their peers and given roles of responsibility and all other students are rostered onto tasks around the school such as ringing the bell, raising the flag and leading school assemblies to help promote a sense of responsibility.



Another of the main ways that we endeavour to instil respect and responsibility within the students is by participating in activities that show respect for the people of this community. The nature of these activities tends to be the same each year and it is important for the school to play their role in these community events. These activities include attending the ANZAC Day service where the students marched to the memorial, the Barraba Show where the students' work was displayed and the Remembrance Day Service. In addition, the students were encouraged to become members of local sporting teams and organisations including Mini Vinnies.

2.7 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

Overall parents are very satisfied with the educational opportunities offered at St Joseph's. Parents recognise that the school embodies a positive teaching and learning environment. The parents enjoy the small school atmosphere of St Joseph's. Consequently, the personal touch that St Joseph's offers, is highly valued by the parents. The friendly and caring atmosphere that epitomises St Joseph's is identified by parents as the quality they like the most. Subsequently the sense of community is strong with parents feeling their children are well supported and cared for. The promotion of Christian and family values is important to parents. Parent satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback through parent bodies.

Student Satisfaction

Overall students are very satisfied with the educational opportunities offered at St Joseph's. The students enjoy the wide range of learning opportunities the curriculum offers and the many opportunities that the students have to use a wide range of technology and the new flexible seating in class is a highlight for them, enhancing their learning. The students at St Joseph's particularly enjoy the friendships they have with students of various ages. Playing sport with their friends and having the opportunity to play a variety of games during break times as well as during Sport and PE is a highlight for the students. St Joseph's has a wide range of sporting equipment that encourages the students to play. The students also thoroughly enjoy canteen each Monday and Friday. Student satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback from school leaders.

Staff Satisfaction

The members of staff at St Joseph's express a high level of job satisfaction. They enjoy working in a work environment that is professional, open and friendly and is based on respect and understanding. All staff members experience the support of colleagues and also feel supported by the wider school community. The relationship the school has with Father Curran and Sr Petra is intrinsic to fostering a strong and positive sense of community. Collaborative programming, Professional Development based staff meetings and co-teaching has promoted positive professional growth amongst all members of staff who value opportunities to update their skills and knowledge. All members of staff are committed to ensuring a high standard of teaching and learning outcomes for the students. Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback from members of staff.



3.0 Teaching and Learning

3.1 School 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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

This year we adopted the co-teaching model during the literacy block (Mon-Thurs 9-11am). Which allowed two teachers to be on class together, this provided more support for the students and more experienced teachers were able to share their knowledge and model lessons and classroom management techniques. Years K-6 were also divided into small groups for reading and great results were achieved.

Additional needs remained a strong focus for the school and our Special Needs Teacher worked with teachers and to ensure the needs of their students were catered for. 2018 was the sixth year of the Diocesan Learning Enhancement Strategy where the Minilit and MacqLit Programs supported the teaching of Literacy at St Joseph's. Throughout the year an Education Assistant worked intensively with small groups of students for one hour per group Monday – Thursday. All of this hard work was rewarded with, the students making very pleasing progress with Literacy. In addition, our Leader of Pedagogy monitored the program and student achievement within the school. The work of this LOP was fundamental to ensuring the success of the program.

Academically St Joseph's experienced many learning opportunities and the children achieved some pleasing results particularly in reading. Writing continues to be a focus for improvement. Student representation has been strong at the many sporting events with students travelling across the diocese to compete in many areas including swimming, athletics, netball, rugby and touch football. This year we hosted the Diocesan Cross Country, it was a very successful day and a huge effort by the school community. We are very pleased with the students' participation at all sporting activities as good sportsmanship and fair play have been characteristics of the way students from St Joseph's competed.



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 16 students presented for the tests while in Year 5 there were 12 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	31.3	23.9	25.0	22.5	18.8	13.8	6.3	5.9	6.3	2.0	6.3
Writing	15.2	0.0	30.0	25.0	29.5	31.3	15.6	31.3	5.4	12.5	2.9	0.0
Spelling	27.2	6.3	23.6	12.5	21.9	37.5	14.8	31.3	7.6	6.3	3.2	6.3
Grammar and Punctuation	32.1	6.3	24.4	18.8	18.2	25.0	13.2	18.8	7.4	25.0	3.0	6.3
Numeracy	18.4	18.8	23.7	18.8	26.6	43.8	18.8	12.5	8.6	0.0	2.3	6.3

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.7	0.0	22.4	8.3	26.6	25.0	20.0	16.7	9.5	33.3	3.3	16.7
Writing	4.0	0.0	12.3	0.0	30.4	8.3	30.3	50.0	14.5	16.7	7.3	25.0
Spelling	15.2	0.0	23.4	8.3	28.2	25.0	19.2	33.3	8.8	8.3	3.6	25.0
Grammar and Punctuation	15.7	0.0	22.3	8.3	28.1	8.3	18.5	16.7	9.3	58.3	0.0	0.0
Numeracy	11.6	0.0	19.2	16.7	29.0	25.0	25.0	33.3	11.1	16.7	2.6	8.3

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



3.3 Teacher 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 the areas of focus as follows:

Term 1	Organisation for the school year/direction and goals AIP
Term 2	Catholic Principles and values
Term 3	Literacy Block focus
Term 4	N/A

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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 *School's website* stjosephsbarraba.catholic.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Joseph's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly



No changes were made to the 'Pastoral Care Policy' this year.

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

4.3 Student 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 'Student Discipline Policy' this year.

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention 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 'Bullying Prevention and Intervention Policy' this year.

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

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy 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 policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stjosephsbarraba.catholic.edu.au or the administration office.

5.0 School Review and Improvement

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 2018

During the 2018 school year St Joseph's continued to promote opportunities for the school community to participate in Prayer and Liturgy. Intensive Learning Enhancement Strategies continued to produce successful student learning outcomes with the support of the PreLit, Minilit and MacqLit Programs. The students and the staff experienced and engaged in a variety of collaborative teaching and learning experiences, continuing to ensure the literacy block is dedicated to 100 minutes of uninterrupted learning. The classroom environment and styles of teaching are becoming more flexible and collaborative to engage the 21st century learner.

Staff also worked to review their teaching of the curriculum to use the Gradual Release of Responsibility model. This ensures a more explicit approach to instruction by following the modelled, shared, guided, independent and applying strategies. Teacher's are now using learning intentions and success criteria and data walls to enhance student learning by encouraging them to take responsibility and therefore become critical thinkers.

Priority Key Improvements for 2019

St Joseph's has a number of priority areas for future positive growth and development. The key areas include, student learning (differentiation, assessment, technology), community and grounds. A variety of professional development opportunities will be undertaken to further consolidate the work of Lyn Sharratt. The promotion of Catholic principles and values collaborative approaches through professional learning teams along with monitoring the wellbeing of the school community and the upkeep of school grounds will also continue to be a priority in 2019.

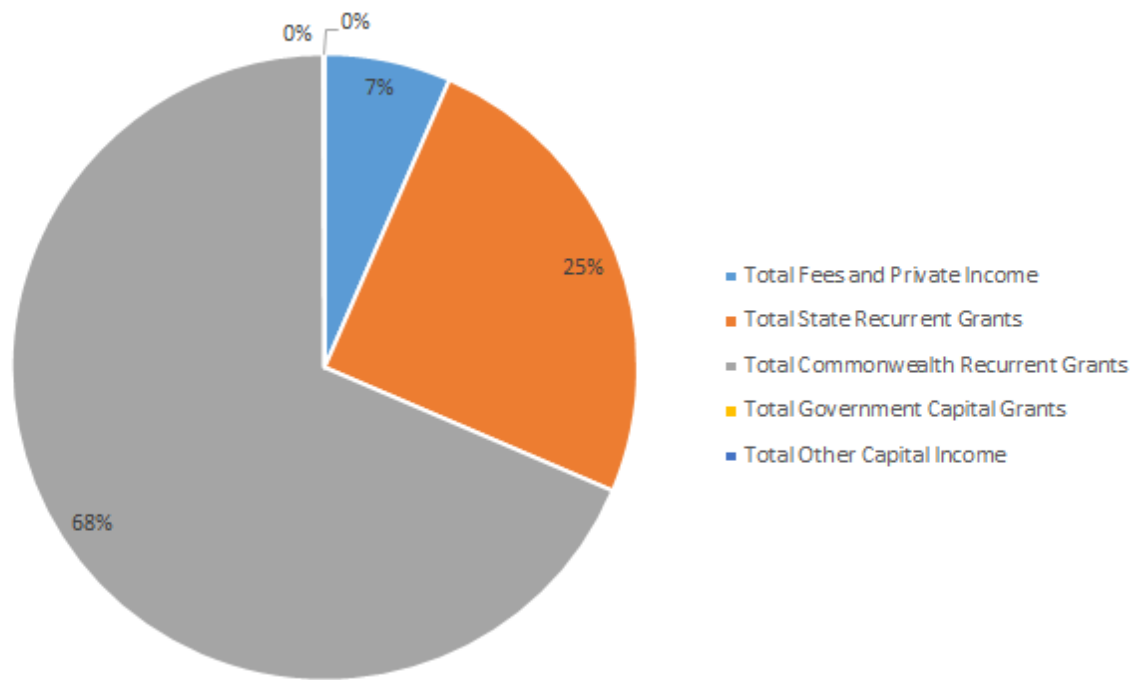
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - Sacred Heart Primary School, Barraba



2018 Expenditure - St Joseph's Primary School, Barraba

