

# Annual School Report 2018 School Year

St Joseph's Primary School, Quirindi



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Quirindi NSW 2343

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Principal  
Darryl Martin

## 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 6746 1033 or by visiting the website at [stjosephsqirindi.nsw.edu.au](http://stjosephsqirindi.nsw.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.

At St Joseph's you will often hear us claim "know the curriculum but teach the child." Our core business is to improve learning and faith outcomes by basing our decisions and directions on solid research, current school data. Through nurturing student's resilience and wellbeing (essential for both academic and social development) we strive for 12 months or more growth for all students. We model God's love for each and every one of us, by being a renewing community, where all members are valued, affirmed and empowered; where our commitment to Gospel Values is expressed in every facet of our school's life.

We understand the relationship between school and home can impact greatly on student's learning. We continue to improve and develop effective ways of working in partnership with parents to establish clear, open and honest communication.

Our contemporary learning approach is grounded in solid research and aims to empower each student with the knowledge, skills and capacities to respond creatively to the challenges of the world and the workforce students will be entering.

Darryl Martin  
Principal

### **1.2 A Parent Message**

In 2018 our School Board made the smooth transition to St Joseph's School Advisory Council (SAC). The Catholic School Advisory Council Constitution was endorsed by the Diocese of Armidale Bishop's Commission for Catholic Schools in November 2016. At that time, it was decided that 2017 would be a transition year, with full adoption of the new constitution including the change of name to be completed by the 2017 Annual General Meeting. As per the constitution the AGM for our School Advisory Councils was held in November 2017.

The School Advisory Council consists of the Chairperson, Secretary, Parish Priest, Principal, Parent Representatives and 2 teacher representatives.

Mr Jason Allan  
Chairperson  
School Advisory Council



## 2.0 This Catholic School

### 2.1 The School Community

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

Last year the school celebrated 133 years of Catholic education.

The parish priest Fr Vic Ignacio 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 liturgical life of the school is healthy and active, with children having numerous opportunities to celebrate the Eucharist as a whole school each Friday. St Joseph's School is for many students and families the main link they have with the Catholic Church. Our School Leadership Team is blessed to have a Religious Education Coordinator who leads and strives to ensure that the students, staff and families have regular exposure to prayer, liturgy, the Mass and the Sacraments.

St Joseph's celebrated the commencement of the 2018 school year with an Opening School Mass. Additional Masses and liturgical celebrations were enhanced throughout the year by utilising the talents of the staff and students. Parents are always invited to join us. 2018 also saw a staff member complete a two week pilgrimage of the Holy Land.

The 2018 school year has seen two very successful Sacramental Programs. Children have received the Sacraments of Penance and First Holy Communion. Thank you to the teachers, Parish catechists and parents for preparing and supporting the children through this very special time. Thank you also to our wonderful Parish Priest, for his support and encouragement in making these programs such a great success.

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	30



## 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	4	4	8	8	8	6	8	46	50
Female	4	3	2	10	8	5	8	40	42

## 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	91.0%	86.0%	92.0%	91.0%	91.0%	94.0%	91.0%	90.9%

### 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.	6
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	3

## 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 we continue to foster a culture of high expectations and accountability, to consolidate a Catholic Professional Learning Community which is focused on personalising and responding to the learning needs, interests and experiences of each student; understanding successful education is more than just delivering a curriculum, it is about human connection...based on respect, trust and responsibility.



Some important relationship initiatives in 2018 included: a Peer Buddy system with our Year 6 students acting as buddies for our Kindergarten students; a proactive SRC; Implementation of a Mini Vinnies committee and the continuation of developing Flexible Learning Spaces. In addition, the school hosted Open Classroom Days and many articles on the importance of building healthy relationships between school and home were published in the school newsletter on our Facebook page.

Throughout 2018 the school played an active role in the Quirindi community by supporting services such as St Vincent de Paul and attending the ANZAC Day service. We were active in raising awareness, money and food items for drought relief for the wider Quirindi community.

## **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**

In 2018 the school participated in online surveys for the seventh time. 55% of our families completed the survey. The collective feedback from the parents of St Joseph's school was overwhelmingly supportive of our school. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School to further develop and improve our school.

### **Student Satisfaction**

In 2018, 100% of students from grades 4 to 6 participated in an online survey. The students view the school in a positive manner. Students however would like to see even more sports equipment purchased and more lunch time clubs added to the clubs already offered.

Throughout the year students were also given a variety of opportunities to comment on the school through our Student Representative Council, Mini Vinnie's Committee and at weekly assemblies. The school leadership team also meets fortnightly with the principal.

### **Staff Satisfaction**

Staff are provided with a number of different avenues to provide feedback, such as online surveys, staff meetings, Professional Learning Meetings and Professional Learning Teams. In the online survey, 82% of staff completed the survey. Staff are exceedingly supportive towards our school and display a positive view of our school.

From the survey's and staff feedback, it is recognised staff would like to see St Joseph's look at continuing to develop more timely and effective feedback/ mentoring opportunities in an already crowded timetable.

## **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.

A Leader of Pedagogy was engaged to help drive learning in the school and implement specific programmes and teaching strategies outlined in our school's Annual Improvement Plan. Our school leadership team which is made up of the Leader of Pedagogy, Religious Education Coordinator and the Principal, set school standards and monitor quality teaching, learning and assessment.

All staff are focussed on learning; with the aim always being to gain a deeper understanding of how children's learning is progressing. Teachers worked collaboratively throughout the year to assess, plan and reflect on the teaching and learning. The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University.

Learning Walks and Talks continued across the school in 2018. Using the 5 Key Learning Questions, staff and students have a deeper understanding of how learning is progressing.

#### *Five Key Questions*

- What are you learning?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

Under the NSW Literacy and Numeracy Action Plan (LNAP), St Joseph's received a proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

## **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, 18 students presented for the tests while in Year 5 there were 11 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	5.6	23.9	27.8	22.5	22.2	13.8	16.7	5.9	5.6	2.0	5.6
Writing	15.2	5.6	30.0	27.8	29.5	22.2	15.6	33.3	5.4	11.1	2.9	0.0
Spelling	27.2	0.0	23.6	16.7	21.9	27.8	14.8	38.9	7.6	0.0	3.2	0.0
Grammar and Punctuation	32.1	22.2	24.4	5.6	18.2	16.7	13.2	16.7	7.4	27.8	3.0	0.0
Numeracy	18.4	11.1	23.7	22.2	26.6	27.8	18.8	22.2	8.6	11.1	2.3	5.6

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	9.1	22.4	9.1	26.6	54.5	20.0	9.1	9.5	0.0	3.3	0.0
Writing	4.0	0.0	12.3	9.1	30.4	27.3	30.3	54.5	14.5	0.0	7.3	9.1
Spelling	15.2	0.0	23.4	18.2	28.2	18.2	19.2	36.4	8.8	9.1	3.6	9.1
Grammar and Punctuation	15.7	9.1	22.3	9.1	28.1	18.2	18.5	36.4	9.3	9.1	0.0	0.0
Numeracy	11.6	18.2	19.2	18.2	29.0	18.2	25.0	27.3	11.1	18.2	2.6	0.0

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 developments days this year with the areas of focus as follows:

Term 1	19th and 20th Feb ' Putting Faces on the Data - 14 Paramaters to increase all students' achievement'
Term 2	Focus on developing whole school agreed Literacy Block that incorporates the Gradual Release of Responsibility Model
Term 3	27th and 28th August - Putting Faces on the Data - 14 Paramaters to increase all students' achievement. 3rd June Catholic Core Principles and Values
Term 4	19th November - Analysis of School Data Day

### 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* [stjosephsquirindi.nsw.edu.au](https://www.arm.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 [stjosephsquirindi.nsw.edu.au](http://stjosephsquirindi.nsw.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 [stjosephsquirindi.nsw.edu.au](http://stjosephsquirindi.nsw.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 [stjosephsquirindi.nsw.edu.au](http://stjosephsquirindi.nsw.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 [stjosephsquirindi.nsw.edu.au](http://stjosephsquirindi.nsw.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

Each year, our School develops an Annual Improvement Plan (AIP) indicating the intended key improvements for the school. Aligned with the CSO Improvement Plan, our AIP in 2018 focused on four main areas: 'Faith Formation', 'Improved Student Learning in Reading', 'Collaboration' and 'Building Staff Capacity'. Throughout the year, staff engage in an evidence-based evaluation of the effectiveness of our strategic intents.

#### Key Improvements achieved in 2018

- Continued to embed Dr Lyn Sharratt's 14 Parameters for school improvement
- Teaching and learning programs that reflect the Gradual Release of Responsibility Model
- Professional Learning Team meetings conducted fortnightly
- Whole School Timetable focus
- New collaborative learning spaces being utilised across the school.
- Flexible Learning spaces that are authentic, contemporary and personalised for all children
- Educational Assistants provide in class support for all SWD students
- Collaborative approach to collecting and analysing reading data (moderation of writing)
- Continuation of daily Learning Walks and Talks

### Priority Key Improvements for 2019

#### Faith Development

- Professional learning for staff on Core Catholic Principles and Values (CCPV)
- New timetable implemented to ensure Religious Education Coordinator can co-teach in each learning space

#### Learning

- A whole school approach to ensuring quality reading practices that incorporate the modelled, shared, guided and independent approach are evident in the uninterrupted literacy block
- Continue to develop new effective and timely feedback techniques
- Continue to co-develop Learning Intentions, Success Criteria and SMART goals based on syllabus outcomes but presented in student friendly language

#### Building Staff Capacity

- Develop a Common Language... Common Approach Document - Active Role Statements
- Change job roles to develop a new school administration setup.



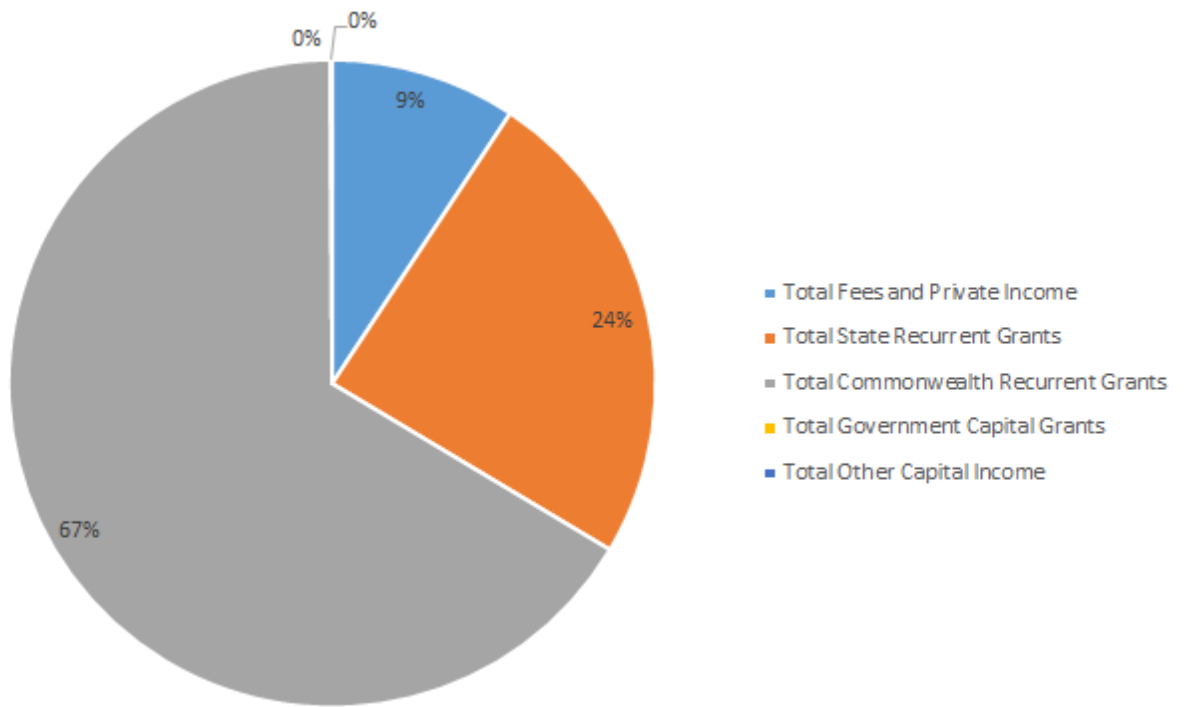
## 6.0 Financial Information

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 - St Joseph's Primary School, Quirindi



### 2018 Expenditure - St Joseph's Primary School, Quirindi

