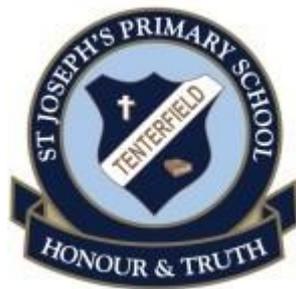


Annual School Report 2018 School Year

St Joseph's Primary School, Tenterfield



50 Scott Street
Tenterfield NSW 2372

Phone 02 6736 1786
stjosephstenterfield.catholic.edu.au

Principal
Cherie Yates

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 6736 1786 or by visiting the website at stjosephstenterfield.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.

At St Joseph's we provide the students with a spiritual, academic, social and emotional education. We see our role as educators as a partnership with parents. St Joseph's has a committed School Advisory Council and a hard working P&F Association who work tirelessly for our students.

Students at St Joseph's participate in a varied curriculum which marries the fundamental aspects of learning with technological innovation. All classrooms have Interactive Promethean Boards. All students from Years 1 to 6 have individual Chrome Books. Students are involved in working in a 'Google Classroom' to complete set tasks and assignments. Teachers are continually seeking ways to assist with the effective use of technology in the classroom.

Our classrooms were purpose built in 2008 and boast state of the art facilities. Further building in 2011 saw a beautiful school hall erected which is the meeting place for assemblies and performances. Our teaching staff are committed educators and have a depth and breadth of experience which allows them to tailor learning experiences to the needs of the students. The Staff are concerned for the wellbeing and success of all students.

Cherie Yates
Principal

1.2 A Parent Message

This year the P&F has continued to contributed a substantial amount of money to the school to help purchase resources as well as contributing money for excursions and general outings around the local area which has affected every child in our school.

Major purchases this year included helping to pay for an electronic school sign and water fountains for our classrooms, hands on Maths equipment and reading literature.

The P&F however are more than a fundraising body. We have been able to help the school with a welcome morning tea for our new Kindergarten parent, morning tea for Grandparent's Day, a BBQ for our Father's Day breakfast, a picnic lunch and flowers for our mums for Mother's Day, a BBQ for Carols By Candlelight and catering for the end of year presentation day. All of these events help to build the school community as a welcoming and inclusive place to be.

Mr Simon Piccini
President
Parents and Friends Association



2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Tenterfield and is part of the St Mary (Our Lady of Perpetual Succour) Parish which serves the communities of Tenterfield, from which the School families are drawn.

Last year the school celebrated 118 years of Catholic education.

The parish priest Fr Barry Leech 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.

Liturgical Life

St Joseph's Primary School is part of St Mary's Parish.

The Principal, Assistant Principal, Religious Education Co-ordinator and Staff work closely with the Parish Priest. The school incorporates the Program 'Celebrating Our Journey' into all aspects of school life and this contributes significantly to the Catholic culture evident in our school. All classes attended Parish Masses a number of times each term. At least once a term the whole school celebrated Mass together. St Joseph's commenced the school year with a Mass and Induction of school leaders. St Joseph's Feast Day was celebrated with a school Mass. Ash Wednesday saw all students attend Mass. The school also gathered to celebrate Feast Days in the Liturgical Year. The school gathered to celebrate the conclusion of the school year with a Mass in the Parish Church.

Staff and Student Faith Formation

Daily prayer time continued for staff and students throughout the year led by the school leaders at morning assembly and each grade leading prayer at formal assemblies. Sacramental programs of Reconciliation and Eucharist were carried out in Years 3, 5 and 6, the school community and the Parish welcomed Bishop Kennedy for the Sacrament of Confirmation. Parents were welcomed to participate through meetings.

Social Justice

There is an emphasis at St Joseph's on 'treating people as you would like to be treated yourself'. A part of the Religious Education syllabus requires students to live out the Gospel values in a practical way in their daily lives. This year the students raised money for Caritas and Children's Mission. The School continued a successful Mini Vinnies Chapter with 46 members from Years 4 to 6. They raised money throughout the year for the drought affected farmers. All students prepared Christmas hampers for those less fortunate people in our local community giving to St Vincent de Paul for distribution.

Parish Links

St Joseph's School,

Tenterfield is very much a part of St Mary's Parish. Father Barry Leech, the Parish Priest, supports the pastoral role of the school. Fr Leech is involved in the St Joseph's School Advisory Council and is consulted regarding administrative and financial matters of the school. Members of the school staff are active members of St Mary's Parish. School families are invited to all significant events in our Parish. The school hosted the Carols By Candlelight event which was well attended by the Parishioners.



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	26

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	11	13	6	10	10	8	11	69	65
Female	7	6	8	15	8	12	10	66	67

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%	91.0%	91.0%	92.0%	90.0%	88.0%	89.0%	90.3%



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.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	8
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.

It is expected that students at St Joseph's School will demonstrate respect for each other and for members of the school community in order to maintain a harmonious environment. Students are expected to address their teachers and each other by name and this is returned to all students by the staff. It is expected that students will use manners and demonstrate respectful, cooperative and inclusive behaviour whilst at this school.

The children are expected to act responsibly at this school. The students are expected to work and play in a respectful and very cooperative manner. They are also given many responsibilities at the school. The structure of student leadership lends itself to this. Students also participate in a buddy system where they act as mentors for younger students. In 2018 all classes participated in the Bounce Back program.

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

St Joseph's Primary School Tenterfield provides educational services to students from 90 families. Survey responses were received from 52 out of a total of 69 eligible respondents. This equates to a response rate of 75% which is considered excellent

Best practice areas include: Teaching and Learning, technology, facilities at the school, welcoming nature of the school and parents response to recommendation of our school to others for the education of their children.

Student Satisfaction

32 of the 38 students completed the survey (84% completion rate is considered excellent).

Best practice areas include: Feeling safe, teachers encouraging me to do my best, teachers willing to listen and help with learning, I would recommend this school to others, My teachers care about me.

Staff Satisfaction

St Joseph's Primary School Tenterfield recorded an overall satisfaction score of 100%. All staff agreed they gain satisfaction from working in this school.

Best practice areas include: Morale amongst the staff, willingness to recommend the school to others, equipment and resources, wellbeing in the school, management of student behaviour, the use of data to improve student learning is a strong and consistent feature of practice across the school, collaborative planning processes in this school allowing effective teaching.



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.

Staff at St Joseph's have continued their commitment to cater for the varying academic range and needs of the students. Scope and Sequence plans for all Key Learning Areas are continually revised and updated to allow for more clearly defined outcome oriented programs. Experienced Educational Assistants support teachers with students within the classroom. The school has strived to continually update technology with the acquisition of interactive Promethean screens, new Chrome Book computers for all students in Years 1 to 6. A comprehensive sporting program exists with three major school carnivals through which children may reach Diocesan, State and National representation.

Students represented the Diocese at state level in athletics while there were representatives at Diocesan level in cross country, swimming, cricket, soccer and touch football. Daily physical education continues to be a part of the program for all classes complemented by the continuation of the Crunch and Sip program throughout the school. The cultural program saw students broaden their outlook through participation in Oracles of the Bush which resulted in a number of our students being published in a reputable National Poetry Magazine. During NAIDOC Week this year we completed Aboriginal artworks.

Our School has developed the Guaranteed and Viable Curriculum approach to the students learning which allows students to know the Learning Intention of a lesson or unit and the Success Criteria needed to ensure students take responsibility for the success of their learning. The timely feedback provided to students allows them to develop their skills further. Collaborative teaching, case management of students and Professional Learning Teams ensure the Staff provide for all students the best possible outcomes for their success.

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, 25 students presented for the tests while in Year 5 there were 20 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										
Reading	30.3	4.0	23.9	20.0	22.5	40.0	13.8	4.0	5.9	8.0	2.0	12.0
Writing	15.2	8.0	30.0	28.0	29.5	44.0	15.6	16.0	5.4	4.0	2.9	0.0
Spelling	27.2	8.0	23.6	16.0	21.9	32.0	14.8	24.0	7.6	12.0	3.2	4.0
Grammar and Punctuation	32.1	12.0	24.4	12.0	18.2	32.0	13.2	20.0	7.4	8.0	3.0	4.0
Numeracy	18.4	0.0	23.7	20.0	26.6	56.0	18.8	12.0	8.6	4.0	2.3	4.0

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										
Reading	16.7	10.5	22.4	5.3	26.6	31.6	20.0	31.6	9.5	10.5	3.3	5.3
Writing	4.0	0.0	12.3	0.0	30.4	45.0	30.3	35.0	14.5	15.0	7.3	5.0
Spelling	15.2	10.5	23.4	15.8	28.2	10.5	19.2	42.1	8.8	15.8	3.6	5.3
Grammar and Punctuation	15.7	10.5	22.3	31.6	28.1	10.5	18.5	31.6	9.3	10.5	0.0	5.3
Numeracy	11.6	5.3	19.2	15.8	29.0	26.3	25.0	36.8	11.1	10.5	2.6	5.3

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

Term 1	7 Steps Writing, Naplan online E training, Lyn Sharratt - Collaborative Learning and Enquiry, Viable and Guaranteed Curriculum in Religious Education, Student Support Day CSO, New Employees Day, Peter Miles Behaviour Management
Term 2	Write On inservice, Vision Impaired student support workshop, Leader of Pedagogy inservice, PDHPE syllabus,
Term 3	Lyn Sharratt - Collaborative Learning and Enquiry, Queli Principal Leadership, Write On
Term 4	CPR and First Aid, Student Support Training.

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* [stjosephstenterfield.catholic.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 stjosephstenterfield.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 stjosephstenterfield.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 stjosephstenterfield.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 stjosephstenterfield.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

Building our capacity to be a successful Professional Learning Community has also been a priority for our School and Staff.

Through the analysis of Data in our school and the use of the NSW tracking continuums, students have moved forward through progressions. Students have also taken responsibility for their learning through their 'I Can' statements. Our School has a whole school data wall for reading and writing which is referred to in our PLT opportunities throughout 2018 students were placed on the appropriate progressions in the areas of phonological awareness, phonic knowledge, creating text and understanding text.

The staff have used the Teaching and Learning Cycle to ensure the assessment of the students is clear and the direction that is required for all students to achieve is dealt with by explicit teaching at the students' level of need. Our Professional Development this year continued to target the use of Learning Intentions and Success Criteria. We also focused on Comprehension strategies to explicitly teach to the students to develop their strategies for understanding and connecting to texts. Timely and descriptive feedback is a focus.

Priority Key Improvements for 2019

Our Annual Improvement Plan for 2019 has a focus on the Scope and Sequence of Mathematics along with the structured Maths and Literacy blocks in our school. This uninterrupted time allows students to focus on their Literacy and Mathematics skills. We will introduce the PDHPE and Science Syllabuses. We have applied for a Science Grant to purchase spheros for coding purposes and to provide greater opportunities in STEM. Our focus with our National School Improvement Tool is No.8 Effective Pedagogical practices.

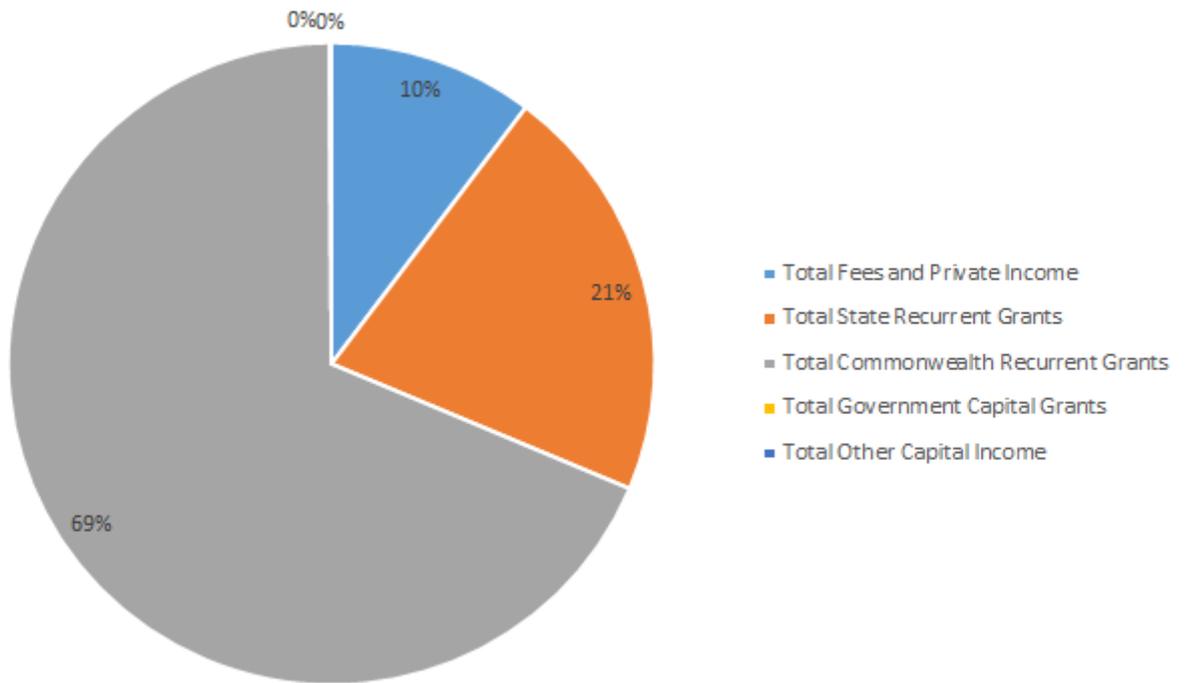
6.0 Financial Information

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, Tenterfield



2018 Expenditure - St Joseph's Primary School, Tenterfield

