

Annual School Report 2018 School Year

St Joseph's Primary School, Uralla



Wood Street
Uralla NSW 2358

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stjosephsuralla.catholic.edu.au

Principal
Judy Elks

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 6778 4063 or by visiting the website at stjosephsuralla.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 Catholic Primary School is a vibrant Christ centred community well supported by the parish and parent body. The Gospel values, including faith, respect, and service, guide and permeate all learning and behaviour. A high standard of education is provided for the students, strengthened by the teaching and example of Catholic faith and tradition. Students are encouraged to develop to their full potential in an inclusive and supportive climate of love, respect and acceptance. The school values its place in both the Uralla and wider community, taking part in a variety of local and diocesan cultural and sporting activities.

Our aim for 2018 was for our teachers to work collaboratively to enhance a more flexible and engaging learning program. The main focus was to meet individual student needs and adapting programs to promote maximum learning growth and well being. Our extracurricular activities which were aimed at engaging our students and supporting delivery of the NSW Syllabus included: our school Sheep Manure Business, our garden project to beautify the school and provide fresh vegetables for our students, accessing specialist coaches to support our sport program.

Judy Elks
Principal

1.2 A Parent Message

The PT&F of St Joseph's School Ustrongly supports the school community in a variety of ways. Our 23 families offer their help and support in whatever way they can to assist the school in its educational, fundraising, and community building endeavours. While not all families can attend meetings, they are willing to be involved wherever possible.

Some events that have been supported by the P T & F in 2018 include: the week long Street Stall; catering at the Thunderbolt Festival; organising raffles; supporting Grandparents Day; Book Week and the St Joseph's Fete. All these events provided an opportunity for the school to be promoted and allowed the school to be actively involved in its community.

The PT&F fundraising activities helped provide excursion and incursion activities for the students as well as important educational resources for the students throughout the year.

The parents of St Joseph's are proud of their school and value their opportunity to be a partner in their children's education. This partnership is based on regular and open communication between parents and teachers.

Mr Mark Hayes
President
Parents and Friends Association



2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 132 years of Catholic education.

The parish priest Monsignor Ted Wilks 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.

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 school has continued to implement the Core Catholic Principles and Values within all key learning areas this year. Our Opening School Mass was again a great way to start the new school year asking for God's blessing and guidance for the year ahead. During this Mass, the School Leaders for 2018 were inducted and received their badges.

School Masses are held each Friday and each class takes it in turn to prepare the readings and participate in the procession of the gifts. Students in Year Three to Year Six are invited to Altar serve at the school Mass as well as weekend Masses. Parents and Friends are invited to attend the weekly School Mass. Special liturgies and/or Masses are celebrated at other significant times throughout the year. In 2018 these included Ash Wednesday, Holy Week, The Feast of Mary MacKillop, The Feast of the Assumption, Advent and our end of year Graduation Mass.

Catholic children in Year Three received First Eucharist in August and the Year Two students received the Sacrament of Reconciliation in November. Our school also had the privilege to host the Year of Youth Cross pilgrimage. At St Joseph's our students are encouraged to reach out and help those in need through their lessons and by active participation in such things as the Charitable Works and Catholic Mission fundraisers, our whole school are members of our Mini Vinnies group.

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

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Our School's average result (as a mark out of 50)	
Year 6	28



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	1	1	2	1	2	2	1	10	10
Female	3	1	4	2	5	4	3	22	22

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	89.0%	89.0%	93.0%	90.0%	91.0%	91.0%	86.0%	89.9%

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.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	4
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.	1
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.

St Joseph's continually promotes respect and responsibility as part of its culture and beliefs as a Catholic School. These permeate throughout the curriculum and all aspects of school life.

Student Leadership forms a major part of the culture of Respect and Responsibility that makes up the caring climate within our school. St Joseph's actively promotes Gospel Values with respect and responsibility being a core element. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school.

Students are actively engaged in negotiating school rules that reflect rights and responsibilities of all students and staff. These are routinely reinforced with positive feedback and restorative practices to



build respectful relationships. School and class awards are used to formally promote these values. An indigenous program exists within the school which also helps to promote justice and respect for cultural differences. The implementation of the “Bounce Back’ program has enabled students and staff to have a framework from which students articulate ways of dealing with situations and to build their resilience.

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

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, an independent organisation was engaged to survey parents with regards to their level of satisfaction. We had a 67% completion rate of our parent body. The School Improvement survey allowed us to see what we were doing well and what areas we could improve. Our overall satisfaction rate was 85%.

Parent Satisfaction

The parent body is very pleased with the safe welcoming environment of the school where the Catholic religious identity is a high priority. The strong Parish/ school partnership is well noted. Parents strongly agree that the students are engaged in their learning and that their achievements are celebrated. They value the excellent parent / teacher communication and their opportunities for involvement in the life of the school. Parents are happy to see the school buildings and grounds so well maintained. Some parents suggested that students experiencing difficulty within particular areas of the curriculum would benefit from some additional support.

Student Satisfaction

An independent organisation was engaged to survey students with regards to their level of satisfaction with regards to six key areas of the school. From the survey our students identified four key aspects of our school that they found very satisfactory. These being: their learning spaces; the access to up-to-date technology; the kindness of their peers; and the care and support given by their teachers. If there was one thing they could improve about our school, it would be to have more children to share this with.

Staff Satisfaction

An independent organisation was engaged to survey teachers with regards to their level of satisfaction of the school. Overall satisfaction was 100%. Staff indicated that this school was a great place to work and one in which they felt valued. They indicated high job satisfaction and good staff morale. There is good communication between staff and the leadership which supports collaborative target setting. The emphasis on differentiated learning and consistent management of student behaviour was a source of great satisfaction. There are good opportunities for professional development. They felt the school was well resourced and well maintained.

The staff suggested that we need to have more time collaboratively to implement our goals and targets.



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.

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

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, 3 students presented for the tests while in Year 5 there were 6 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	-	23.9	-	22.5	-	13.8	-	5.9	-	2.0	-
Writing	15.2	-	30.0	-	29.5	-	15.6	-	5.4	-	2.9	-
Spelling	27.2	-	23.6	-	21.9	-	14.8	-	7.6	-	3.2	-
Grammar and Punctuation	32.1	-	24.4	-	18.2	-	13.2	-	7.4	-	3.0	-
Numeracy	18.4	-	23.7	-	26.6	-	18.8	-	8.6	-	2.3	-

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	16.7	22.4	33.3	26.6	0.0	20.0	33.3	9.5	16.7	3.3	0.0
Writing	4.0	0.0	12.3	16.7	30.4	33.3	30.3	33.3	14.5	0.0	7.3	16.7
Spelling	15.2	0.0	23.4	0.0	28.2	0.0	19.2	33.3	8.8	50.0	3.6	0.0
Grammar and Punctuation	15.7	0.0	22.3	0.0	28.1	33.3	18.5	50.0	9.3	16.7	0.0	0.0
Numeracy	11.6	0.0	19.2	0.0	29.0	33.3	25.0	66.7	11.1	0.0	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	Planning day - What makes a great school?
Term 2	"The Great Maths Lesson"
Term 3	Faith Development - The Common Good
Term 4	Collaborative Whole School Maths Workshop

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* [stjosephsuralla.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 stjosephsuralla.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 stjosephsuralla.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 stjosephsuralla.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 stjosephsuralla.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

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.

The Annual School Priorities for St Joseph's in 2018 included initiatives in a number of key areas:
Continuation of explicit teaching of Core Catholic Principles and values in all key learning areas
A focus on Maths with the goal of improving the numeracy outcomes for all students K-6 through developing the teachers' pedagogy and introducing the framework of 'The Great Maths Lesson'
Further development of contemporary pedagogy through the implementation of the Australian Curriculum
Incorporating Digital Technologies within Science and Technology, and Maths.

Priority Key Improvements for 2019

School Priorities for 2019 include, but are not limited to:

Faith

Be proactive in embedding Catholic Principles and Values in our heads, hearts and hands.

Faith formation opportunities offered to parents, students and staff.

To improve class RE practices and programs.

Building Teacher Capacity:

Implement and sustain Instructional Learning Teams

Further develop teacher pedagogy through continued implementation of the non negotiable of the CPLC and the 14 parameters. (especially No. 7 Professional Learning at school Staff meetings No. 9 Centralised Resources)

Learning for All

Effective assessment, data collection and data analysis to inform the teaching and learning cycle in Mathematics.

K-6 Maths - whole school approach to teaching Maths, with a focus on individualised learning

Improve student learning outcomes in writing K-6

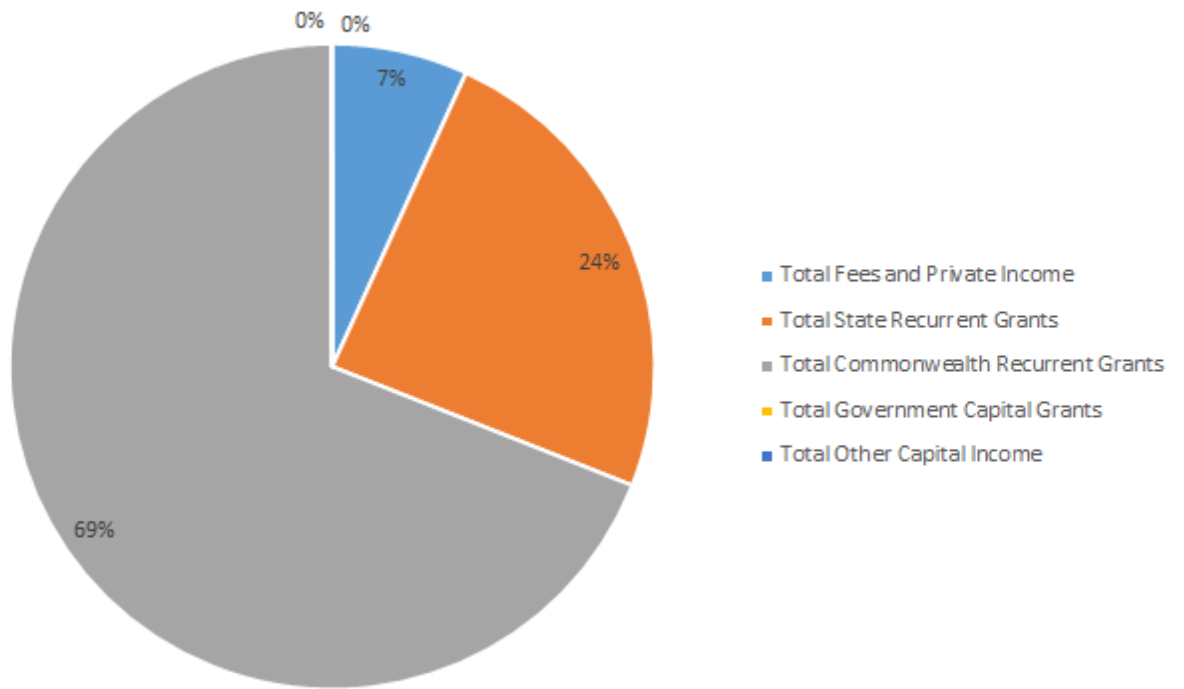
6.0 Financial Information

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, Uralla



2018 Expenditure - St Joseph's Primary School, Uralla

