

# Annual School Report 2020 School Year

St Joseph's Primary School, Barraba



60 Fitzroy Street  
Barraba NSW 2347

Phone 02 6782 1685  
<https://stjosephsbarraba.catholic.edu.au>

Principal  
Simon Fleming

## **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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2021 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 school's website <https://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.

This year certainly brought some challenges, however, it was also a year of many successes.

Students displayed resilience and positivity during many changes to the normal school routine due to the COVID-19 Pandemic.

Staff remained flexible, hardworking and compassionate towards each other and the students. Classroom teachers went above and beyond to provide home learning opportunities for all students. Parents took 'being their child's first teacher' to the next level during home learning.

While many sporting and cultural opportunities were cancelled due to the pandemic, some children were able to attend the diocesan swimming carnival where the school's relay team was selected to swim at Polding in Sydney. Students enjoyed the new experience of home based learning.

St Joseph's Barraba is extremely fortunate to have a strong school community providing support the students.

Simon Fleming  
Principal

### **1.2 A Parent Message**

As the chair of the St Joseph's School Advisory Council, I would like to thank and congratulate the school community for their efforts this year.

As a result of the pandemic, it was difficult to hold usual meetings and organise fundraising activities. We did, however, find the use of Zoom to be an effective way to reach the parent community whilst unable to hold meetings in person.

The school supported the students and parents extremely well during home learning. They provided Chromebooks, stationery and a mix of hardcopy and online learning activities.

It was great to see that the Chromebooks were so helpful to families during these uncertain times, as they were purchased using funds raised by the parent body over previous years.

The SAC would like to thank the staff at St Josephs Primary School Barraba for the high level of teaching provided to the students, the personal care, professionalism, leadership skills, expertise and friendship. We all feel so proud to be involved with such a wonderful school.

Lisa Hannaford  
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 110 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 Coordinator, Principal and class teachers liaise with the parish priest, Father John Curran, when preparing the children for sacramental programs and for whole school masses and liturgies. Parents of students in sacramental classes attend a parent information meeting with the parish priest, class teacher, REC and Principal at the commencement of each instruction period. At these meetings parents are informed about the sacrament, the sacramental program and procedures for the celebration. Due to the pandemic restrictions, this year's class masses and sacraments were held differently, in order to put the health and safety of everyone first.

Students in Year 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 30) |    |
|---|----|
| Year 6  | 17 |

## 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 2020 | TOTAL 2019 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>   | 2      | 3      | 2      | 5      | 2      | 6      | 1      | 21         | 30         |
| <b>Female</b> | 4      | 2      | 2      | 3      | 1      | 9      | 5      | 26         | 31         |
| <b>Totals</b> | 6      | 5      | 4      | 8      | 3      | 15     | 6      | 47         | 61         |

## 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, school 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 2020 is shown in the following table.

|   | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Average Student Attendance Rates</b> | 90.0%  | 87.0%  | 92.0%  | 90.0%  | 89.0%  | 87.0%  | 89.0%  | 89.1%     |

### Managing Student non-attendance

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

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

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

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

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

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

## 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.                 | 5                  |



|    |   |   |
|----|---|---|
| 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.       | 5 |
| 6. | Number of staff identifying as Indigenous employed at the school.           | 2 |
| 7. | Total number of non-teaching staff employed at the school.                  | 6 |

## 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. The school models and teaches students about respect and responsibility in a number of ways:

- Students were involved in a range of activities, including being part of the Mini Vinnies committee. Students and staff contribute generously to social justice appeals, including Catholic Missions and Caritas. The Mary McKillop Awards for displaying Christian Values were presented at the Annual Presentation Day
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the very nature of interpersonal relationships.

## 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 recognised that the school embodies a positive teaching and learning environment. Parents enjoyed the small-school, family atmosphere. Consequently, the personal touch offered is highly valued. The school library, efforts during home learning and the ability to contact staff were also highlights.

Parent satisfaction is gauged in a number of ways including an annual school survey, home learning 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 enjoyed the wide range of learning opportunities the curriculum offered and the many opportunities that they had to use a wide range of technology. Playing sport with their friends and having the opportunity to play a variety of games during break times, as well as during sport and PDHPE were highlights.



Student satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback from school leaders.

### **Staff Satisfaction**

Staff members of St Joseph's expressed a high level of job satisfaction. They enjoy working in an environment that is professional, open and friendly and is based on respect and understanding. All staff members experienced the support of colleagues and felt supported by the wider school community. Collaborative professionalism, Professional Development based staff meetings and co-teaching promoted positive professional growth amongst all staff, who value opportunities to update their skills and knowledge. All staff are committed to ensuring a high standard of teaching and learning.

Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback during professional learning meetings.

## **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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

A focus was maintained on collecting data to inform the next steps in student learning, using assessment and data walls. Individual student goals for reading, writing and mathematics were created to assist children in improving their knowledge and skills. Throughout the year, an education assistant worked intensively with small groups of students to teach the MiniLit and MacLit programs. The kindergarten teacher used InitialLit with this cohort. Both programs proved to be successful in ensuring student growth. The Leader of Pedagogy, along with a student support teacher and Principal monitored these programs and overall student achievement within the school. This work was fundamental in ensuring the success of the program.

Academically, St Joseph's experienced many learning opportunities and the children achieved pleasing results, particularly in reading. Writing continues to be a focus for improvement. The BIG write has been introduced to help improve writing across the school.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

## **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.

Whole staff development day professional learning activities in 2020 were:

| <b>Staff Professional Learning Activity</b> | <b>Date</b> | <b>Presenter</b>               |
|---|-------------|--------------------------------|
| Planning and Curriculum                     | 29/01/2020  | Rachel Caskey and Maria Wilson |
| RE Catholic Principles and Values           | 27/04/2020  | Deb McDouall                   |
| Classroom Management                        | 04/08/2020  | Joan Shannahan                 |
| Twilight Prayer                             | 27/10/2020  | Di Brown                       |
| Home Learning Preparation                   | 06/04/2020  | Rachel Caskey                  |
| Home Learning Preparation                   | 07/04/2020  | Rachel Caskey                  |
| Home Learning Preparation                   | 08/04/2020  | Rachel Caskey                  |
| Compliance and Code of Conduct              | 28/01/2020  | Rachel Caskey                  |
| Home Learning Preparation                   | 09/04/2020  | Rachel Caskey                  |

#### **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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <https://stjosephsbarraba.catholic.edu.au> and the Armidale Catholic Schools Office [website](#).

##### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <https://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 <https://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 the 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 <https://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 this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <https://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 Schools 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 Goals Achieved and Implemented in 2020   | Key Goals for 2021   |
|--|--|
| <ul style="list-style-type: none"><li>Each KLA program embedded a lesson that linked a Catholic Principle or Value to the content being covered. The lesson was highlighted within the teaching program.</li></ul> | <ul style="list-style-type: none"><li>Every student engaged, challenged and learning successfully.</li></ul> |



|  |  |
|--|--|
| <p>Teachers and students can articulate the Catholic Principles and relate these to their learning. Catholic Principles are visible in each classroom.</p> <ul style="list-style-type: none"> <li>• Teaching Programs were monitored to ensure a viable and substantive curriculum approach that critically measured student growth and is reflected in data walls. A collaborative approach to marking exists to ensure consistency of marking and grading. Growth in literacy and numeracy is expressed in the assessment data. Weekly literacy block contains a cross curricular perspective including numeracy and is planned, reviewed and assessed.</li> <li>• Learning became the major goal for all members of the community. The classroom became a learning setting that challenged student's ability to problem solve and to become adaptable, resilient and creative in their approach to learning.</li> <li>• Learning is celebrated. A collaborative approach to learning exists as well as the need to develop independent learning skills. Problems with behaviour were resolved based on a shared understanding of the learning environment and restorative justice.</li> </ul> | <ul style="list-style-type: none"> <li>• Highly effective teaching to improve learning outcomes.</li> <li>• A shared understanding, collective responsibility and professional commitment across all staff.</li> </ul> |
|--|--|

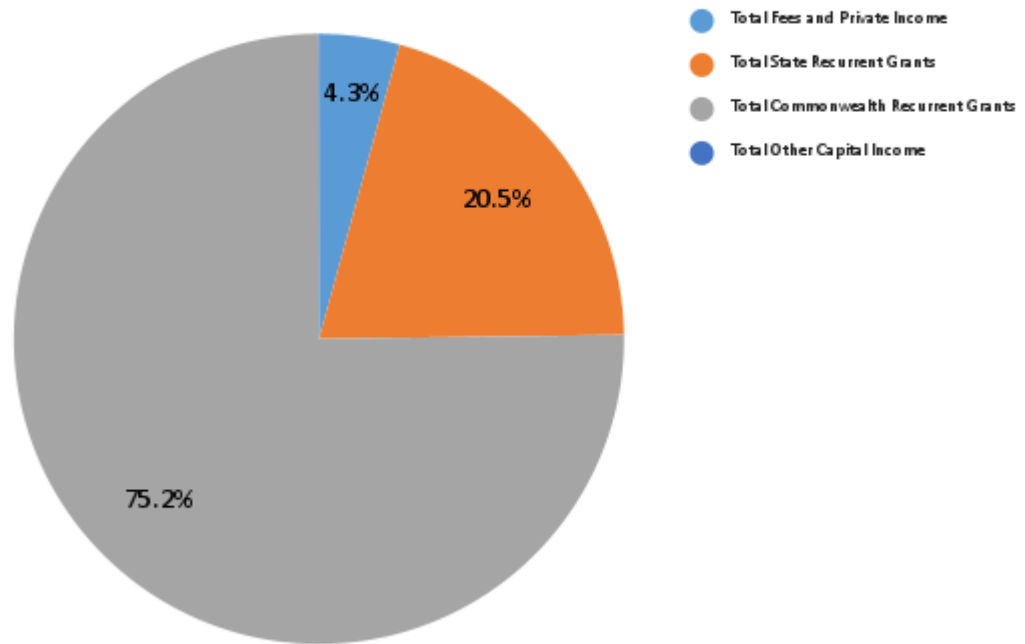
## 6.0 Financial Information

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 2020 is presented below:



### 2020 Income - St Joseph's Primary School, Barraba



### 2020 Expenditure - St Joseph's Primary School, Barraba

