

Annual School Report 2020 School Year

St Joseph's Primary School, Quirindi



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<https://stjosephsquirindi.nsw.edu.au>

Principal
Pauline Long

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 6746 1033 or by visiting the school's website <https://stjosephsquirindi.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.

Although 2020 was a year of unexpected restrictions due to the COVID-19 pandemic, the school adapted quickly and made the most of the challenges presented. Teachers increased their ability to use technology, students became more independent learners and parents discovered more about their children's individual learning styles and expressed greater appreciation for the work of teachers.

Many positive outcomes were achieved during 2020:

- A strong focus on student learning continued. The students were encouraged to take responsibility for their learning in a supportive environment.
- Teachers continued to cater for individual learning needs through carefully analysing student data and making adjustments accordingly.
- Three way learning conferences (student, parent & teacher) were successfully introduced.
- Staff received professional learning to build capacity in the teaching of Mathematics and Writing.
- Communication between home and school was streamlined by extending the use of Compass as the main form of communication. Parents can now read the new i-newsletter online, book parent teacher interviews, email staff, notify the school of student absences and access student reports from the one portal.
- The school website was updated and information is readily accessible for existing or prospective families.
- Improvements to facilities were made in order to ensure that the school is a safe and inviting place for learning.

With regards to sport, the year started with a very successful swimming carnival before many events were cancelled due to COVID-19. Fortunately, a fun school athletics carnival was held and many students participated in the Diocesan Gala Touch Football day, even though parents weren't able to be present.

Being a small school, we were fortunate to have the Annual Presentation Assembly on school grounds with parents present. This was a memorable day for the school community and staff were excited to welcome parents back to the school. The Year 6 students presented heartfelt and entertaining speeches about their memorable experiences during primary school. Awards for Academic Achievement, Christian Values, Consistent Focus and School Spirit were presented to students in each grade. Special awards for growth in learning and contribution to school life were also presented. Finally, School Leaders for 2021 were announced and the tradition of passing on the leaders' school blazers continued.

Sadly, just before the end of the school year, Fr Vic Ignacio, our parish priest was informed of his move to Moree. We thank Fr Vic for his many contributions to the school community and he will be greatly missed by staff and students. The school community looks forward to welcoming Fr Vince Amaro to Quirindi in 2021.

Some wonderful collaborations came from the extraordinary times we experienced this year and in particular, ties between home and school were strengthened in different ways. The staff looks forward to building even closer connections with families and the wider community next year.



Pauline Long
Principal

1.2 A Parent Message

This year has been like no other in our lifetime. The resilience, compassion and support shown by parents, carers, staff and students has been something to be proud of and we feel blessed to be part of the St Joseph's community.

Despite the challenges of 2020, the school continued to nurture community spirit and support each other. The School Advisory Committee managed to meet once instead of the four planned meetings. The P T & F met twice during 2020 and were active in their support of school activities.

We look forward to 2021 when we hope to continue the good work of the school community and invite new and current school families to 'Come, Share the Spirit'.

David Lee
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, Werris Creek and Willow Tree, from which the school families are drawn.

Last year the school celebrated 145 years of Catholic education.

The parish priest, Father 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 continued despite restrictions to normal proceedings. The students attended Mass each fortnight, joining with local parishioners. Liturgies, led by student leaders, were held at the school for Ash Wednesday, St Joseph's Day, Mary Help of Christians, Marriage and Family Week, the 10th Anniversary of Mary MacKillop's canonisation and Remembrance Day.

Staff met weekly for prayer and had the opportunity for two twilight retreats hosted by the Diocesan Renewal and Spirituality team in St Brigid's Church.

Late in the year, the parish based sacrament of reconciliation was conducted with catechists and teachers collaborating to prepare lessons for the students.

This year, students contributed to a St Vincent de Paul Christmas hamper drive. At a school assembly, many baskets of food and household products were presented to the St Vincent de Paul Society for distribution to the needy within the local community.

The year culminated by celebrating a Graduation Mass for Year 6 students, staff and parents. Students received a graduation certificate, a class photo and other merit awards from throughout the year.

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	23

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
Male	4	5	5	4	7	8	7	40	44
Female	1	4	5	2	2	8	8	30	34
Totals	5	9	10	6	9	16	15	70	78

2.4 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. The 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
Average Student Attendance Rates	93.0%	94.0%	90.0%	88.0%	91.0%	90.0%	90.0%	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 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.	7
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.	1
7.	Total number of non-teaching staff employed at the school.	5

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:



- The values of respect and responsibility lie at the heart of Catholic Schools and underpin all policies and procedures. Students, parents and staff are regularly reminded of school values in weekly newsletters and at school assemblies.
- Student Leaders promote respect and citizenship at weekly assemblies by presenting 'What Worked Well and Even Better If' to the student body. They also identify an exemplary student for a weekly citizenship award. Outstanding citizenship was recognised at the Annual Presentation Assembly for students from Kindergarten to Year 6.
- Due to COVID-19, students only managed one visit to the local nursing home where they spent time speaking with and assisting the elderly residents with craft activities.
- Students sent thank you cards to local Health Care and Emergency workers for keeping the community safe during the pandemic.
- Students and families contributed generously to Caritas and Children's Mission social justice appeals through mufti days and crazy hair/sock days.

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 school participated in an online survey and 43% of families completed the survey. The collective feedback was overwhelmingly supportive of all aspects of the school. In particular, parents noted the open communication between the school and families, the dedication of staff to cater for individual learning needs and the Christian values evident.

Student Satisfaction

Years 4, 5 and 6 participated in an online survey with a 95% completion rate. The students expressed appreciation of the teachers and the facilities provided for them to assist with their learning. They particularly enjoyed sporting opportunities and Brain Olympia.

Student voice is encouraged through jointly constructing class expectations with the teacher, student led parent, student and teacher learning conferences, regular SRC meetings and school assemblies conducted by student leaders.

Staff Satisfaction

Staff members are encouraged to contribute to the effective running of the school through regular staff prayer, staff meetings, professional learning team meetings and input into the school newsletter. Staff attained a 77% completion rate for the annual online school satisfaction survey. This survey indicated staff were well supported and positive about the whole school learning initiatives. One area for improvement was to provide more time for collaborative planning.

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.

St Joseph's Primary School continued to build on system initiatives of a Catholic Professional Learning Community to improve student outcomes. All staff were clearly focused on providing quality learning experiences based on student needs. Teachers worked collaboratively to plan, assess and analyse student data. Learning Walks and Talks occurred across the school, with staff and students using the 5 Key Learning Questions to gain a deeper understanding of the learning process.

The leadership team prioritised building teacher capacity. Professional Learning opportunities occurred in weekly PLT meetings and staff meetings. The Leader of Pedagogy regularly met with teachers to support the implementation of the NSW syllabi. Each teacher identified an area for growth and worked with the Principal to create a Professional Learning Plan. This plan was regularly reflected on and indicated teachers were keen to improve their practice.

One significant area of success in 2020 was in teaching Mathematics. Teachers' mathematical knowledge, pedagogical knowledge and curriculum knowledge were strengthened through the support of the Catholic Schools Office Subject Matter Experts (SMEs) for Mathematics. The SMEs worked collaboratively with staff on a regular basis, resulting in improved student learning outcomes (evident in PAT assessments) and increased teacher confidence to deliver quality differentiated learning programs.

Another focus during 2020 was the teaching of writing. Teachers worked collaboratively to moderate student writing samples and then shared their expertise to determine next steps in teaching. Specific students were selected for case management and teachers regularly monitored their progress throughout the year.

Although many events were cancelled during 2020, the primary students participated enthusiastically in a school based 'Brain Olympia' day. Working in teams, students answered general knowledge questions, solved challenging mathematics problems, wrote an engaging speech and presented a short play.

A new curriculum audit process was introduced by the Catholic Schools Office during 2020, which resulted in compliant class teaching and learning programs and more importantly, teachers from across the diocese working collaboratively to share examples of quality teaching and learning programs. This process provided support networks and affirmed teacher practice.

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:

Staff Professional Learning Activity	Date	Presenter
Collaborative Moderation and Case Management for Writing	02/06/2020	Pauline Long and Cate Taylor
School and System Regulatory Compliance	28/01/2020	Pauline Long
Improving the Writing Component of the English block	18/02/2020	Pauline Long
Improving the Writing Component of the English Block	25/02/2020	Pauline Long
The MaST Project	20/07/2020	Trish Mitchell
Creating a School Mathematics Scope and Sequence	12/10/2020	Trish Mitchell and Tracey Hughes Butters
The Great Mathematics Lesson	31/03/2020	Tracey Hughes-Butters
Collaborative Moderation and Case Management for Writing	23/06/2020	Pauline Long and Cate Taylor
Collaborative Moderation and Case Management for Writing	16/06/2020	Pauline Long and Cate Taylor

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://stjosephsquairindi.nsw.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://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 <https://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 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://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 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://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 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
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<ul style="list-style-type: none"> • A School Vision Statement which highlights the unique and special qualities of the St Joseph's Primary School Catholic Professional Learning Community was published. • Teachers' Religious Education programs were compliant as evidenced in the feedback given by the Religious Education Co-ordinator and CSO audit. • The capacity of teachers to analyse student writing with the Teacher Criterion Scales and use this assessment data to modify practice was enhanced. • The mathematical knowledge, curriculum knowledge and pedagogical knowledge of teachers developed due to the professional learning and support provided in the MaST project. • All staff members contributed to creating an efficient work environment where each staff member of St Joseph's Primary School, Quirindi feels valued and supported. 	<ul style="list-style-type: none"> • To build an authentic Catholic Community of Care through the implementation of the Living Well Learning Well framework, which is aligned to Catholic principles and values. • To provide quality learning and teaching opportunities for students and staff by embedding the pedagogical practices of a Catholic Professional Learning Community. • To build and embed high functioning teams with a clear focus on shared goals and high expectations.
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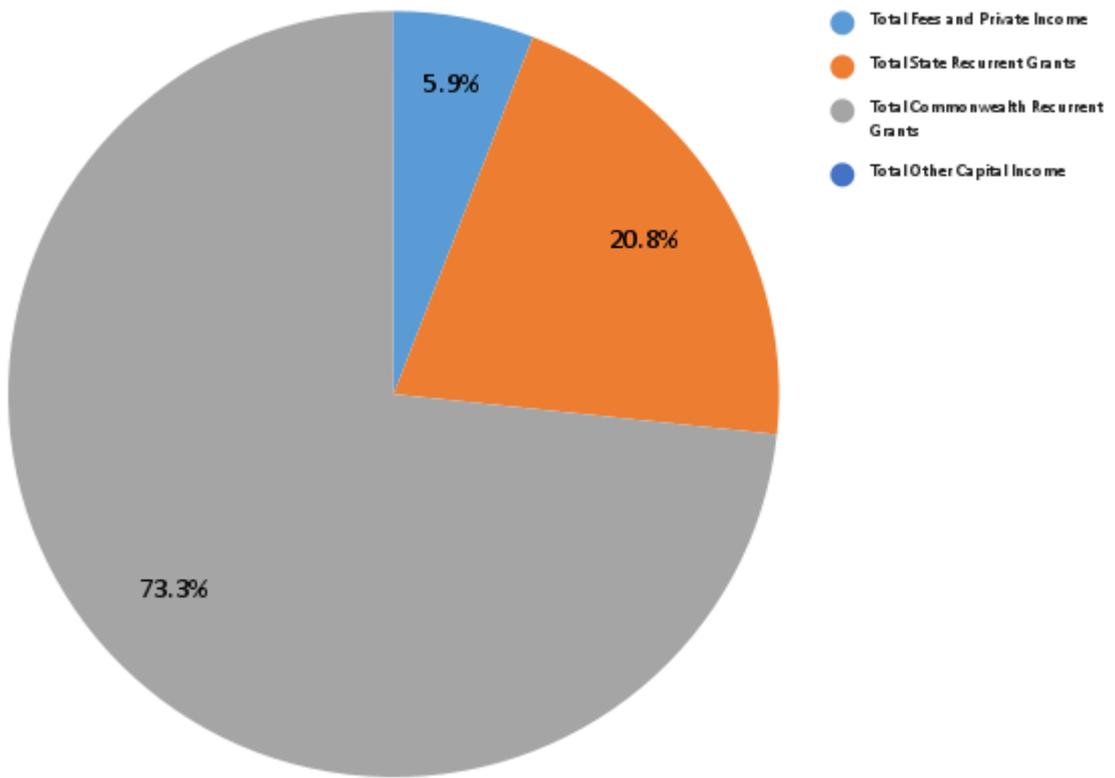
6.0 Financial Information

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, Quirindi



2020 Expenditure - St Joseph's Primary School, Quirindi

