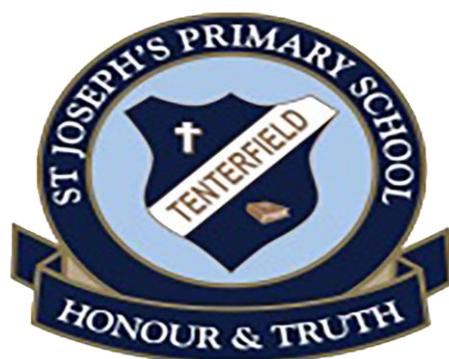


Annual School Report 2021 School Year

St Joseph's Primary School, Tenterfield



50 Scott Street
Tenterfield NSW 2372

Phone 02 6736 1786

Web <https://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 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 2022 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 school's [website](#).



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.

St Joseph's Primary School is committed to the spiritual well-being, as well as the academic, social relational and mental health of all students, working in partnership with parents. The incorporation of the principles of our Living Well, Learning Well framework ensures that the well-being and learning of all at our school is at the forefront of everything we do.

This year, students wrote our own school Song, 'Our Journey', which was facilitated by singer/songwriter, Mr Josh Arnold. This captured beautifully the spirit the school and can be viewed on the school facebook page. It is a must see! The launch of this song was a beautiful family and wider community event.

The school has a committed School Advisory Council and a very active P&F Association who work tirelessly for the students.

Students at St Joseph's participate in a varied curriculum which incorporates the fundamental aspects of learning with technological innovation. All classrooms have interactive Promethean boards. All students from Years K to 6 have individual Chromebooks. Students work in Google Classroom to complete set tasks and assignments.

Classrooms were purpose built in 2008 and boast state-of-the-art facilities. Further building in 2011 saw a school hall erected, which is the meeting place for assemblies and performances. 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 pastoral care and success of all students.

St Joseph's Primary School values its place in the Tenterfield and wider community and where possible, participates in a variety of local and diocesan cultural and sporting activities. Covid-19 restricted many activities during 2021.

Cherie Yates
Principal

1.2 A Parent Message

The P&F continued to contribute a substantial amount of money to the school, helping purchase resources and provide equipment, such as Chromebooks, for all students. This continues to be relevant, as the students needed these for remote learning.

Although this year continued to be difficult, with limited special events, we met to chat remotely as a group and waited patiently to be able to meet again in a more formal gathering. Mother's Day and Father's Day stalls were safely and successfully organised. Later in the year, the P&F teamed up with the local Junior Rugby League committee to host a Melbourne Cup Calcutta.

This year saw the completion of the bi-annual Debutante Ball which, after much patience and date changing due to COVID-19, was an enormous success. The venue was the local Show Pavilion which was transformed into a magnificent ballroom with the most beautiful chandelier of fairy lights imaginable! This was a huge school community event, with wonderful involvement from a large proportion of the school community. Special thanks to everyone for their help.

The P&F at St Joseph's is much more than a fund-raising body. In a more 'normal' year, the P&F would help the school with a welcome morning tea for new parents, morning tea for Grandparents' Day, Father's Day breakfast BBQ, a picnic lunch and flowers for mums for Mother's Day, a BBQ for Carols By Candlelight and catering for the end of year presentation day. These events help build the school community as a welcoming and friendly place. We wait with hope that these wonderful events will again occur in 2022.



Mrs Kieran Haakstad
Secretary
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's Parish which serves the communities of Tenterfield, from which the school families are drawn.

Last year the school celebrated 141 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.

St Joseph's Primary School is actively involved with St Mary's Parish, Tenterfield. The staff work closely with the parish priest. All classes attend parish masses and the year commenced celebrating together the Opening School Mass, induction of school leaders and St Joseph's feast day. Each week commenced with prayer led by the School Captains. First Communion was celebrated with the school and parish community. Staff continued with structured prayer on a weekly basis, which was greatly supported.

Gospel values were lived in a practical way through the raising of money for Caritas and Children's Mission. The school continued a successful Mini Vinnies Chapter with 45 members from Years 4 to 6. Monies raised went to the local St Vincent de Paul Society to be used in the local community for families in need. Students created wonderful Christmas hampers, which were distributed by the local St Vincent de Paul Society.

Parish priest, Father Barry Leech, supports the pastoral role of the school. Fr Leech is involved in the School Advisory Board.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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	18

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 2021	TOTAL 2020
Male	4	11	13	11	11	7	9	66	69



Female	9	6	8	8	6	9	14	60	51
Totals	13	17	21	19	17	16	23	126	120

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 college 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 2021 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	96.0%	95.0%	93.0%	91.0%	89.0%	94.0%	87.0%	92.1%

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 System Performance Leader 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.	12
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.	0
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.
- The implementation of the Living Well, Learning Well document promotes the values of:
 - I am safe
 - I am valued, respected and cared for
 - I am a learner.
- Students, teachers and parents were regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of interpersonal relationships.
- Many of the awards presented to students throughout the year were indicative of these values.
- The Principles of the Living Well, Learning Well document are the fundamentals of the school's restorative justice program.
- Students and staff contributed generously to social justice appeals, including St Vincent de Paul Society and Caritas. A large Easter raffle was a very successful fund-raiser for Caritas.



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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

A parent satisfaction survey was undertaken in October 2021. Of the school's 85 parents, 52 completed the survey, representing a 61% completion rate which is considered excellent.

This year scores ranged from 2.5 to 2.8 out of 3 in all areas.

Comments included the following:

- *I am confident that my children are receiving the best possible education, that they know they can approach any member of the staff about anything and they will be heard and a solution found.*
- *We feel heard as parents, any concerns responded to swiftly and effectively and our child well cared for— thank you.*
- *I love the fact that the school is like an extension of our family and that my children get excited about going to school everyday, they are obviously very comfortable within the school environment.*
- *The quality of education, the care and compassion of the staff. The whole community of families who are part of St Joseph's school. Staff are passionate and dedicated to the students learning experience*

Student Satisfaction

A student satisfaction survey was undertaken in October 2021. Of the school's 56 students, 54 completed the survey, representing a 96% completion rate which is considered excellent.

This year the scores ranged from 2.0 to 2.7 out of 3.0

Comments included the following:

- *The best things at this school are: -Friendly Staff -Big opportunities -Sport Areas -And kind students.*
- *The main thing I like about this school are the friends I make and the teachers. I also like the learning that we do here because it is really fun, the teachers always try to help out.*
- *I would recommend this school because they provide QUALITY education which is really good. Also, the teachers are really nice and caring. St Joesph's also provides good mental support when your upset.*
- *We have lots of places to learn and things to do. We have garden club, Mini Vinnies, a school song, lots of equipment and a big oval and a playground. We also have Chromebooks.*

Staff Satisfaction

A staff satisfaction survey was undertaken in October 2021. Of the school's 18 staff, 15 completed the survey, representing an 83% completion rate which is considered excellent.

This year scores ranged from 2.0 to 2.9 out of 3 in all areas.

Comments included the following:

- *Excellent academic results and opportunities for professional growth.*
- *Living Well, Learning Well Framework - putting students at the centre of school decisions across all facets of school life.*
- *The care and compassion modelled by staff and students each and every day.*
- *Feeling of belonging and working in a caring environment.*



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.

Staff at St Joseph's Primary School continued their commitment to cater for the varying academic range and needs of all students through differentiation and adjustment. Scope and Sequence plans for all KLAs were continually revised and updated. Experienced educational assistants support teachers and students within the classroom. The school strives to continually update technology with the acquisition of interactive Promethean boards and new Chromebooks for all students in Years K-6.

A comprehensive sporting program exists which allows all students to participate at a local level and to further compete at diocesan and Polding levels.

The Crunch and Sip program continued throughout 2021. During NAIDOC Week, the school underwent a series of rotations throughout the day which involved artwork, drama and tasting crocodile and kangaroo. All activities were thoroughly enjoyed by the students.

St Joseph's Primary School has developed the Guaranteed and Viable Curriculum approach to student 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 further develop their skills. Co-teaching, case management of students and Professional Learning Teams ensure that the best possible outcomes are achieved by students.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 18 students presented for the tests while in Year 5 there were 18 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 are 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.

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	21.5	37.5	22.0	18.8	19.1	6.3	12.8	0.0	7.8	12.5	2.6	0.0
Writing	20.2	31.3	37.0	31.3	23.0	12.5	9.0	12.5	4.3	0.0	1.9	0.0
Spelling	23.1	18.8	23.4	37.5	20.2	12.5	13.0	12.5	6.5	6.3	4.6	6.3
Grammar and Punctuation	22.3	31.3	24.1	25.0	19.4	6.3	10.4	6.3	6.4	6.3	4.4	6.3
Numeracy	13.6	6.7	22.1	53.3	27.4	13.3	18.5	26.7	9.8	0.0	2.7	0.0

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	15.5	8.3	24.7	50.0	27.2	16.7	18.3	16.7	7.5	8.3	3.3	0.0
Writing	7.5	0.0	17.0	0.0	32.6	33.3	26.9	50.0	9.7	8.3	3.2	0.0
Spelling	15.1	16.7	27.5	16.7	24.4	33.3	17.2	8.3	8.2	16.7	3.8	8.3
Grammar and Punctuation	12.9	0.0	20.6	16.7	27.1	50.0	19.7	8.3	9.2	16.7	4.5	0.0
Numeracy	10.2	16.7	20.9	16.7	28.8	33.3	23.6	25.0	10.0	8.3	3.1	0.0



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 2021 were:

Staff Professional Learning Activity	Date	Presenter
School and System Registration and Compliance	27/01/2021	Cherie Yates
Effective Co-Teaching	19/04/2021	Gail Smith
Staff Retreat Day	19/04/2021	The spirituality Team CSO
Living Well Learning Well	20/04/2021	Geoff McManus
Risk Assessments	24/05/2021	Geraldine Chapman
Developing a consistent system-wide approach to PM Benchmarking	06/09/2022	Carmel Small
Consistency to PN benchmarking	07/09/2021	Carmel Small
Guaranteed and Viable in RE	14/10/0021	Cathy Donnelly
Reflection Tool Co-Teaching	17/11/0021	Jacqueline Wait
Personalised Teaching Plans	05/05/2021	Cherie Yates/ Jacqueline Wait

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](#) 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<ul style="list-style-type: none"> • Collaborative professionalism through Walks and Talks, Programmes/ Day plans with identified Co-teaching responsibilities, PLT discussions • Growth in NSIT No.3 through Walks and Talks and completion of surveys providing evidence • Continuation of the MaSt program into Stage 2 • 'Living Well, Learning Well' implementation throughout the school • Surveys from all stakeholders, student voice, Thinking Time restorative paperwork, Learning Walks and Talks 	<ul style="list-style-type: none"> • Reinvigorate writing K-6 • Implementation K-2 English Syllabus • Embed quality reading practises • Embed MaSt Project into Stage 3 • Data driven moderation and assessment (A-E) • Embed Living Well, Learning Well as the Language and Practice driving the culture of the school

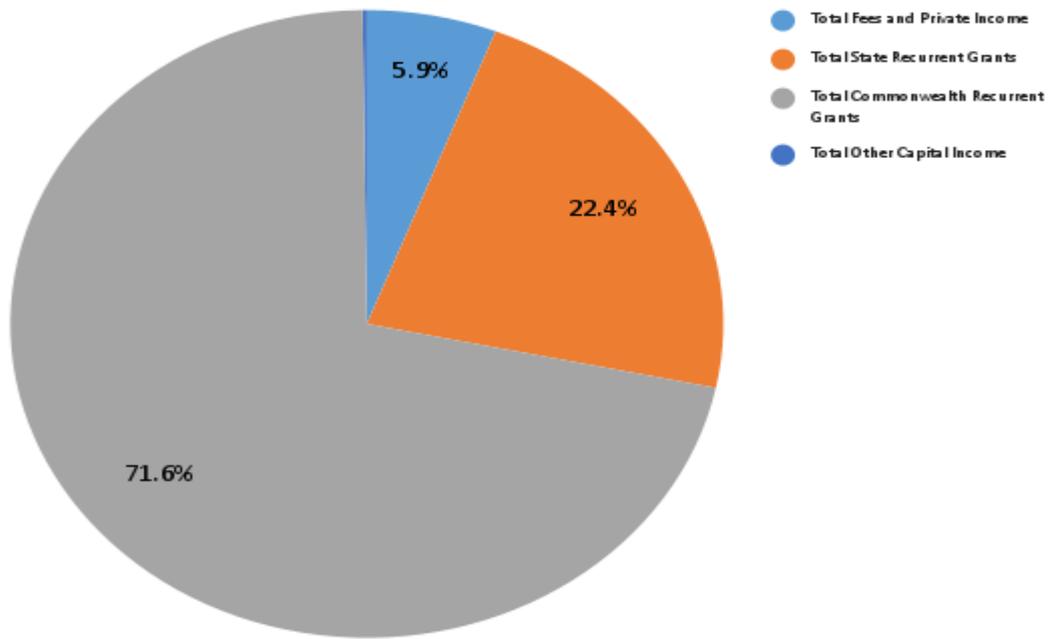
6.0 Financial Information

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 2021 is presented below:



2021 Income - St Joseph's Primary School, Tenterfield



2021 Expenditure - St Joseph's Primary School, Tenterfield

