

# Annual School Report 2022 School Year

St Joseph's Primary School, Wee Waa



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Principal  
Alistair Stewart

## 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 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 2023 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 6795 4038 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.

This year has been a massive year, full of excitement, learning, and challenges.

The resolve of the school community has been tested over the past few years. This year proved no different. We have all had to deal with COVID-19 in our households, staff shortages in our community, and floods impacting us all in different ways.

It is a testament to the children within the school community that they have been able to live through this, rise above and then strive to reach aspirational goals. For instance, when 70% of K-2 students reached their reading benchmark targets.

I would like to share some highlights from the year:

- Term 1 concluded with the Easter Hat Parade. All students (and parents) worked hard to create great hats that promoted the themes and Christian message. Thank you to Fr Joseph, Sr Geraldine and Roxy Whitton for being the judges. Roxy mentioned that judging the Hat Parade is one of the most stressful things she has ever done.
- Term 2 began with Anzac day, and we had a large cohort of students from the school who joined the community to march and remember service men and women and the sacrifices that were made for us. Thank you to the volunteers who helped students pick and wrap Mother's Day gifts for the stall. This was after a beautiful Muffins for Mum Breakfast, which was a grand celebration.
- Term 3 rolled around quickly, starting with a fantastic Jolly Jumpers Night. It was a successful evening and seeing so many parents and community members join us was great. While preparing for this event, the school was a hive of activity. We had a NAIDOC Week celebration and the athletics carnival in the first two weeks, followed by the Book Week Parade and Book Fair, where students dressed up as their favourite characters (a lot of effort went into these costumes).
- Delicious Bacon and Egg Rolls were served for Father's Day Breakfast.
- A major highlight for me was attending the Stage 3 excursion to Sydney. Fr Joseph, Sr Geraldine and I were privileged to join the students as they visited St Mary MacKillop Place. Afterwards, we went to the footy; I never knew there were so many Parramatta fans in the school. The P&F contributions to these excursions are important, as they help us to provide great experiences for the children.
- The end of Term 3 and the start of Term 4 were marred by flooding. The impact of these floods meant that Stage 2 students could not go to Lake Keepit and Infants had date changes for their own excursion. However, the day trip to Dubbo Zoo for Stage 2 was a success and Infants travelled to Gunnedah to watch a movie at the cinema and go to the park.

Although there were interruptions, the year ended with a bang. The combined school production, 'A Christmas Recipe' and 'Pirates of the Curry Bean', was held at the Narrabri Crossing Theatre and was well-received. This was a massive feat considering only 50% of the school population was onsite for several weeks.

Learning is attitudinal, we have witnessed marvellous progress from the students, and the growth that they have made is obvious. We celebrate our learners, and we celebrate their successful year.

Alistair Stewart  
Principal



## 1.2 A Parent Message

Congratulations to St Joseph's on another successful year. This year saw a continuation of COVID-19 restrictions and reoccurring flooding throughout the year's second half. However, school life was able to return to a degree of normality. We must praise and sincerely thank the actions of the whole staff and the resilience shown by the students and school community during the year.

The school community celebrated significant events. Events included parents' and grandparents' day, Book Week and NAIDOC Week, school excursions, sporting and academic competitions and the brilliant P&F Jolly Jumper fundraiser night.

The School Advisory Council links the school and the community, enabling direct dialogue between parents and the school leadership team. In addition, the council allows for productive conversations promoting beneficial outcomes for the school community.

Congratulations to St Joseph's Wee Waa, especially to all the students on a fantastic and successful year. Enjoy your break and we look forward to 2023.

Jono Baird  
Chairperson  
School Advisory Council

## 2.0 This Catholic School

### 2.1 The School Community

St Joseph's Primary School is located in Wee Waa and is part of the St Andrew's Parish which serves the communities of Wee Waa, Burren Junction, Piliga and Yarrie Lake, from which the school families are drawn.

Last year the school celebrated 111 years of Catholic education.

The parish priest, Fr Joseph Armah, 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 school community came together to celebrate several liturgies throughout the year. Whole school masses were held to celebrate the beginning and end of the school year. In addition, various feast days, such as St Joseph's and St Andrew's, were observed. Holy Week activities were a significant element of the school's liturgical life, as were the sacramental programs, including reconciliation and Eucharist led by Fr Joseph.

As well as regular class and school prayer time, the children celebrated times of importance for the school and the broader community, such as Anzac Day and NAIDOC Week. St Joseph's participated in the following social justice opportunities: Caritas Project Compassion and Catholic Mission. This year saw the continuation of the Mini Vinnies committee's great work, which helped fundraise for St Vincent de Paul.

The Religious Education Coordinator organised the Sacramental Program for the parish. Staff regularly attend Sunday Mass and were rostered for reading at the community Mass.

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	19

## 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 2022	TOTAL 2021
<b>Male</b>	17	4	10	11	12	11	6	71	65
<b>Female</b>	10	7	8	5	8	8	4	50	47
<b>Totals</b>	27	11	18	16	20	19	10	121	112

## 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, 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 2022 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>	86.0%	89.0%	84.0%	84.0%	87.0%	81.0%	84.0%	85.0%

### 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 NESAs Teacher Accreditation Provisional or Conditional level.	3
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	8
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	7
6.	Number of staff identifying as Indigenous employed at the school.	3
7.	Total number of non-teaching staff employed at the school.	10



## 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 school promotes school leadership through the cultivation of Year 6 as school leaders. St Joseph's continued to develop the leadership potential of students through different student groups, Mini Vinnies and Junior Joeys. There were opportunities throughout the school year to lead events such as school tours during the enrolment period, assemblies, masses and liturgies, as well as other community events. St Joseph's students attended Anzac Day, Remembrance Day, Senior Citizens' luncheon, Grandparents' Day, and NAIDOC Week.
- Social competency was developed through the Buddy Program, which ensures a safe and enjoyable transition for Kindergarten students and helps build relationships between the older and younger students.
- Positive learning behaviour was promoted, encouraged and celebrated via the weekly Recognition of Learning assemblies. Further recognition was celebrated when children were seen demonstrating the "Spirit of Jesus" in areas of their learning, both inside and outside the learning environment.

## 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

An independent organisation was engaged to survey parents regarding their level of satisfaction within the critical areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the parents surveyed, 58% participated. Parents were happy overall with their child's education, support for students with additional needs and the pastoral care provided to families. This survey gives the school leadership an opportunity to hear opinions from parents and an opportunity for them to record their feedback.

Parents had the opportunity to comment on areas they would like to see improved at St Joseph's Primary School. There was a range of suggestions. Some suggestions were more regular feedback regarding the Living Well Learning Well process and suggestions about upgrades around the school, particularly outside playground developments.

### Student Satisfaction

An independent organisation was engaged to survey students regarding their level of satisfaction within the critical areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the students surveyed, 43% of Years 4-6 participated.

Students were generally happy about their education, safety and learning opportunities. However, students would like to see the school improve play and leisure facilities and increase the chance for more play, sports and use of digital technologies.



## **Staff Satisfaction**

An independent organisation was engaged to survey staff regarding their level of satisfaction within the critical areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the school's staff, 81% completed the survey. Overall, staff found St Joseph's a safe and rewarding workplace. They feel valued and challenged.

Staff indicated they would like more professional learning around student engagement, Living Well Learning Well and other KLAs. They would also like refurbishment and construction of office spaces and storage areas in the administration building and a plan for improving or reconstructing some physical buildings within the school.

## **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 uses a variety of assessment strategies at key points in the learning framework. There was a focus on formative assessment to inform teaching and self and peer assessment guided by success criteria. The school participated in the nationwide literacy and numeracy testing program (NAPLAN), which helps identify individual learning needs and review whole class teaching programs. Information on student progress was communicated regularly, and opportunities existed for external assessment results to be discussed with parents individually. The school participated in the Best Start Kindergarten Assessment and MiniLit Program to support classroom learning.

### **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, 16 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.

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										
<b>Reading</b>	17.5	13.0	21.0	31.0	19.4	13.0	11.6	13.0	8.4	19.0	2.7	0.0
<b>Writing</b>	19.5	18.0	35.0	36.0	23.8	45.0	10.1	0.0	4.8	0.0	1.7	0.0
<b>Spelling</b>	17.9	20.0	23.0	7.0	19.7	20.0	13.0	20.0	6.9	20.0	6.0	7.0
<b>Grammar and Punctuation</b>	16.8	13.0	20.1	40.0	19.8	13.0	13.1	20.0	6.9	7.0	4.0	7.0
<b>Numeracy</b>	11.4	0.0	20.4	13.0	26.2	20.0	20.2	53.0	10.5	7.0	3.3	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										
<b>Reading</b>	12.8	12.0	26.9	24.0	27.2	24.0	17.4	24.0	7.2	6.0	3.4	12.0
<b>Writing</b>	9.2	0.0	18.7	0.0	30.5	24.0	24.5	47.0	9.7	24.0	3.4	6.0
<b>Spelling</b>	14.1	0.0	25.0	24.0	26.8	18.0	18.0	35.0	8.0	6.0	2.9	18.0
<b>Grammar and Punctuation</b>	10.4	0.0	20.1	18.0	26.5	18.0	23.2	41.0	10.1	12.0	3.0	6.0
<b>Numeracy</b>	8.4	6.0	18.9	6.0	27.9	28.0	26.3	44.0	11.5	17.0	3.0	0.0

The school celebrating the reading assessment scores achieved by the students; 56% of Year 3 students and 35% of Year 5 students achieved in the top 2 bands (or above) within their assessments.



The focus on literacy is showing dividends in the results. Teachers start their planning by looking at data and where students are achieving. They plan quality lessons and provide small group instruction according to needs. Teachers strive to ensure all students reach their reading goals.

### 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 2022 were:

Staff Professional Learning Activity	Date	Presenter
School & System Registration and Compliance	03/02/2022	Alistair Stewart
English & Mathematics Professional Learning	04/02/2022	Elise Vinson
Productive Learner's Approach & LWLW	07/02/2022	Karlee Hatton & Alistair Stewart
Catholic Principles & Values and Faith Formation	10/06/2022	Karlee Hatton
Data Analysis & Living Well Learning Well	09/12/2022	Alistair Stewart
MAST Professional Learning (Mathematics)	01/08/2022	Elise Vinson & Catholic Schools Office Armidale
MAST Professional Learning (Mathematics)	02/05/2022	Elise Vinson & Catholic Schools Office Armidale

### 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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> <li>• <b>Great Learning &amp; Teaching</b> <ul style="list-style-type: none"> <li>• <b>Improved English and Mathematics learning outcomes for all students</b></li> </ul> </li> <li>• <b>Strong Teams</b> <ul style="list-style-type: none"> <li>• <b>Clear accountable pedagogy, tightly focused on data-informed, action-oriented evidence-based improvement work</b></li> </ul> </li> </ul> <p><b>These goals were achieved by:</b></p> <ul style="list-style-type: none"> <li>• 45% of Yr 3 &amp; 5 (combined) scored in the top 2 bands of NAPLAN Reading</li> <li>• 70% of K-2 students reached the benchmark by the end of Term 4</li> <li>• There was a defined Literacy and Numeracy approach within all stages</li> <li>• Gradual Release of Responsibility pedagogy was evident at different levels within each stage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Great Learning and Teaching:</b> <ul style="list-style-type: none"> <li>• <b>Become data-evident practitioners to enhance the improvements of all students in English and Mathematics</b></li> </ul> </li> <li>• <b>An Authentic Catholic Community of Care:</b> <ul style="list-style-type: none"> <li>• <b>Build self-efficacy of students, staff and school community</b></li> </ul> </li> <li>• <b>Strong Teams:</b> <ul style="list-style-type: none"> <li>• <b>Build collective efficacy of learners to enhance achievement.</b></li> </ul> </li> </ul> <p><b>How this will be achieved:</b></p> <ul style="list-style-type: none"> <li>• Continued focus on Explicit Guided Reading to hone comprehension and vocabulary acquisition</li> <li>• Case management approach evident in co-planning periods and within Professional Learning Team meetings</li> <li>• Understand the Balanced Reader and the implications when teaching comprehension and phonemic awareness</li> <li>• Use of Lines of Inquiry (Inquiry Cycle/Learning Sprints) as data-informed practitioners to target cohorts of students and next steps in learning within English and Mathematics</li> <li>• Early analysis of Best Start Kindergarten data, as well as other targeted data sets such as WARL/WARN, to inform teaching and learning</li> <li>• Professional Learning and implementation to enhance learning and language acquisition</li> <li>• Big Write and VCOP Professional Learning</li> <li>• Continued Professional Learning on Co-Teaching Process and the implications for effective instruction within the classroom</li> <li>• Surveys constructed to gather information regarding student engagement</li> </ul>



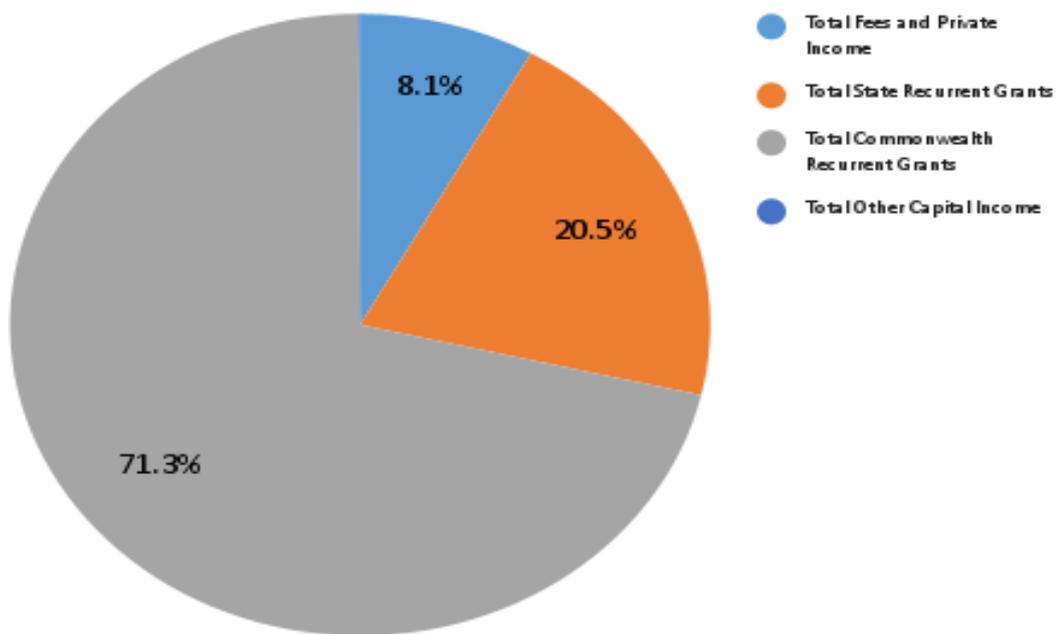
## 6.0 Financial Information

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 2022 is presented below:



### 2022 Income - St Joseph's Primary School, Wee Waa



### 2022 Expenditure - St Joseph's Primary School, Wee Waa

