

St Joseph's Primary BARRABA  
Annual School Report to the Community

2017



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**Principal**

Mrs Rachel Caskey

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## ABOUT THIS REPORT

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St Joseph's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the School Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

### **Principal's Message**

St Joseph's Barraba is a vibrant and progressive school, providing a high quality Catholic Education to students in the local area. Throughout the 2016 school year we celebrated many achievements and learning opportunities spiritually, personally, socially, academically and culturally.

Our school motto is "In All Things Charity" and it is this founding statement that is at the heart of everything we do as a school community. St Joseph's enjoys the fervent support of the school, parish and local community. This strong sense of community is fostered within the students who are both encouraged and supported in their participation in local community events and ceremonies.

Religious Education and faith formation was strong throughout the year. St Joseph's attended Masses, celebrated the Sacraments of Reconciliation, Confirmation and Eucharist and raised money for a number of charities. Academically we experienced many learning opportunities and achieved pleasing results across all KLAs. We also enjoyed a wide variety of social and cultural experiences.

### **Parent Body Message**

St Joseph's Barraba had a very busy year with sporting commitments, fund raising projects underpinned by our hard working P & F team and some very well deserved success academically on coming second in the Brain Olympia Small Schools Division.

The experienced staff worked very hard and maintained a smooth running school. In recent years St Joseph's has experienced steady growth in student numbers and this has been achieved against a backdrop of very stagnant population levels in the Barraba district. This in itself says much about the school, how it is run and what it stands for as parents are placing higher importance on the principles of the Catholic Education System and the way it is administered at a local level. We should all be very proud of our thriving little school.

As we look to 2018 I am encouraged by the team that is St Joseph's Barraba.

### **Student Body Message**

At St Joey's the teachers are the best. Some of the best days of school are our sporting carnivals. Whether it is cross country, swimming or athletics, these days are always fun with the whole

school and families getting together and it doesn't matter if you win or lose, everybody cheers you on.

We got the chance to represent the school at the Remembrance and ANZAC Day services. They were proud moments.

The students in Year 3 celebrated receiving their First Eucharist and students in Year 5 & 6 celebrated Confirmation.

We were able to fund raise for Caritas and Catholic Missions.

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## SECTION TWO: SCHOOL FEATURES

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St Joseph's Primary is a Catholic systemic Co-educational School located in BARRABA.

St Joseph's Barraba has been offering a high quality education to the children of Barraba for over 100 years. St Joseph's was established in 1910 by Father Collender and the Sisters of St Joseph.

Sister Imelda and Sister Dara were the first teachers at the school. The Sisters of St Joseph's provided a quality education from 1910 until they withdrew from the Parish at the end of 1987. In 1988 the first lay principal was appointed and since then the school has been staffed completely by lay principals and teachers. The 2010 school year was a very proud moment in the history of St Joseph's Barraba as it celebrated its Centenary. In 2011, a major building project took place under the BER Project and St Joseph's now boasts a new library, administration area, COLA and canteen.

St Joseph's is in St John's Parish Barraba and the student body is made up of students from the township of Barraba and local farming areas.

There are two major parent bodies supporting the school: the P&F and the School Board. The P&F hold a number of fundraising events throughout the year to raise additional funds for the school and assist with working bees, while the School Board provides wise counsel throughout the course of the year. Next year will see these two parent bodies combine to form the School's Advisory Council.

St Joseph's Barraba is active within the local parish and town community. The students attend Mass on special feast days and participate in local activities, including the ANZAC Day March, Australia Day activities, the Barraba Show and Frost Over Barraba. As a school community they also raise money for a number of charities including Caritas Australia and Catholic Missions.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
35	37	0	72

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

### Student Attendance Rates

The average student attendance rate for 2017 was 90.29%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.00%
Year 1	94.00%
Year 2	89.00%
Year 3	90.00%
Year 4	90.00%
Year 5	88.00%
Year 6	90.00%

### 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.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	2	9

\* This number includes 4 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	8%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff development days this year with areas of focus as follows:

<b>Term 1</b>	Child protection, staff code of conduct
<b>Term 2</b>	Core Catholic Principles and values - the primacy of God
<b>Term 3</b>	14 parameters, writing assessment/clusters
<b>Term 4</b>	RE storytelling, Year 6 RE test analysis,

Staff meetings are professional development based and are lead by the leadership team. Topics this year included behaviour management, Core Catholic Principles and Values, assessment for as of, asthma, anaphylaxis, promoting school enrolments.

Other professional learning: google training, Lyn Sharratt, minilit, seven steps to writing, RE storytelling, NAPLAN online training, MAPA training.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA:



<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
Those having formal qualifications from a recognised higher education institution or equivalent.	7
Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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St Joseph's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The Religious Education Co-ordinator/Principal and class teachers liaise with the Parish Priest, when preparing the children of the parish for Sacramental programs and for whole school Masses and liturgies. Parents of students in sacramental classes attend a parent information meeting at the commencement of the instruction period for each Sacrament with the parish priest, class teacher and REC/Principal. At these meetings parents are informed about the sacrament, the sacramental program and procedures for the celebration. Each year the students in Year 3 from St Joseph's School are prepared in class to receive the Sacrament of the Eucharist for the first time. The students in Year 2 receive the Sacrament of Reconciliation for the first time during the year. The Sacrament of Confirmation is celebrated biannually for children in years 5 and 6.

The celebration of each of all Sacraments is very special and the children participated with great reverence.

Celebrating Mass when possible is an integral part of the faith journey of everyone at St Joseph's. The Parish Priest provides guidance through his homilies and interactions with the school. He assists all of the children to recognise that they are each an important member of the Church. Parents and friends are always welcome to join the school in celebrating the Mass. Children are also able to sit with their families during school masses.

Special occasions and feasts are celebrated at St Joseph's through both Liturgical and Eucharistic celebrations.

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

Our School's average result (as a mark out of 50)	
Year 6	20.50

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## SECTION SIX: CURRICULUM

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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.

A significant change this year was the changing of the school timetable to allow 100 minutes of uninterrupted literacy time. Years 2-4 were also divided into small groups for reading, spelling and writing according to their ability and learning needs. Three teachers and parents worked with these small groups and great results were achieved.

Additional needs remained a strong focus for the school and our Special Needs Teacher worked with teachers to ensure the needs of their students were catered for. 2017 was the fifth year of the Diocesan Learning Enhancement Strategy where the Minilit Program supported the teaching of Literacy at St Joseph's. Throughout the year an Education Assistant worked intensively with small groups of students for one hour per group Monday – Thursday. All of this hard work was rewarded with the students making very pleasing progress with Literacy. In addition our Leader of Pedagogy monitored the program and student achievement within the school. The work of this LOP was fundamental to ensuring the success of the program.

Academically St Joseph's experienced many learning opportunities and the children achieved some pleasing results particularly in reading. Writing continues to be a focus for improvement.

Student representation has been strong at the many sporting events with students travelling across the diocese to compete in many areas including swimming, athletics, netball, rugby and touch football. We are very pleased with the students' participation at all sporting activities as good sportsmanship and fair play have been characteristics of the way students from St Joseph's competed.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	17.00%	51.60%	66.00%	10.00%
	<b>Writing</b>	17.00%	44.60%	17.00%	7.50%
	<b>Spelling</b>	0.00%	45.60%	17.00%	13.10%
	<b>Grammar</b>	33.00%	55.50%	33.00%	10.50%
	<b>Numeracy</b>	17.00%	39.80%	33.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	54.00%	37.00%	9.00%	14.60%
	<b>Writing</b>	0.00%	15.80%	9.00%	19.40%
	<b>Spelling</b>	45.00%	34.30%	0.00%	14.10%
	<b>Grammar</b>	18.00%	35.40%	27.00%	17.50%
	<b>Numeracy</b>	36.00%	27.90%	9.00%	14.60%

### **Student Welfare Policy**

No changes were made to this 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.

### **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 this 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.

### **Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

### **Initiatives Promoting Respect and Responsibility**

At St Joseph's School we are committed to instilling within the students a sense of respect and responsibility towards others. Lessons promoting respect and responsibility are taught in each class and are imbedded within Religious Education and PDHPE lessons. The School Captains and House Captains are elected by their peers and given roles of responsibility and all other students are rostered onto tasks around the school such as ringing the bell, raising the flag and leading school assemblies to help promote a sense of responsibility. Another of the main ways that we endeavour to instil respect and responsibility within the students is by participating in activities that show respect for the people of this community. The nature of these activities tends to be the same each year and it is important for the school to play their role in these community events. These activities include attending the ANZAC Day service where the students marched to the memorial, the Barraba Show where the students' work was displayed and the Remembrance Day Service. In addition the students were encouraged to become members of local sporting teams and organisations.

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## SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2017**

During the 2017 school year St Joseph's continued to promote opportunities for the school community to participate in Prayer and Liturgy. Intensive Learning Enhancement Strategies continued to produce successful student learning outcomes with the support of the Minilit Program. The students and the staff experienced and engaged in a variety of collaborative teaching and learning experiences, continuing to ensure the literacy block is dedicated to 100 minutes of uninterrupted learning. The classroom environment and styles of teaching are becoming more flexible and collaborative to engage the 21st century learner.

Staff also worked to review and update School rules and expectations both on the playground and in the classroom. The staff and students also engaged in significant Google Training and RE storytelling.

### **Priority Key Improvements for 2018**

St Joseph's has a number of priority areas for future positive growth and development. The key areas include, student learning, community and grounds. A variety of professional development opportunities will be undertaken to further consolidate the work of Lyn Sharratt. The promotion of Catholic identity and collaborative teaching approaches through professional learning teams along with monitoring the wellbeing of the school community and the upkeep of school grounds will also continue to be a priority in 2018.

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 recognise that the school embodies a positive teaching and learning environment. The parents enjoy the small school atmosphere of St Joseph's and the small class sizes. Consequently the personal touch that St Joseph's offers, is highly valued by the parents. The friendly and caring atmosphere that epitomises St Joseph's is identified by parents as the quality they like the most. Subsequently the sense of community is strong with parents feeling their children are well supported and cared for. The promotion of Christian and family values is important to parents. Parent satisfaction is gauged in a number of ways including a school 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 enjoy the wide range of learning opportunities the curriculum offers and the many opportunities that the students have to use a wide range of technology in class is a highlight for them, enhancing their learning. The students at St Joseph's particularly enjoy the friendships they have with students of various ages. Playing sport with their friends and having the opportunity to play a variety of games during break times as well as during Sport and PE is a highlight for the students. St Joseph's has a wide range of sporting equipment that encourages the students to play. The students also thoroughly enjoy canteen each Monday.

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

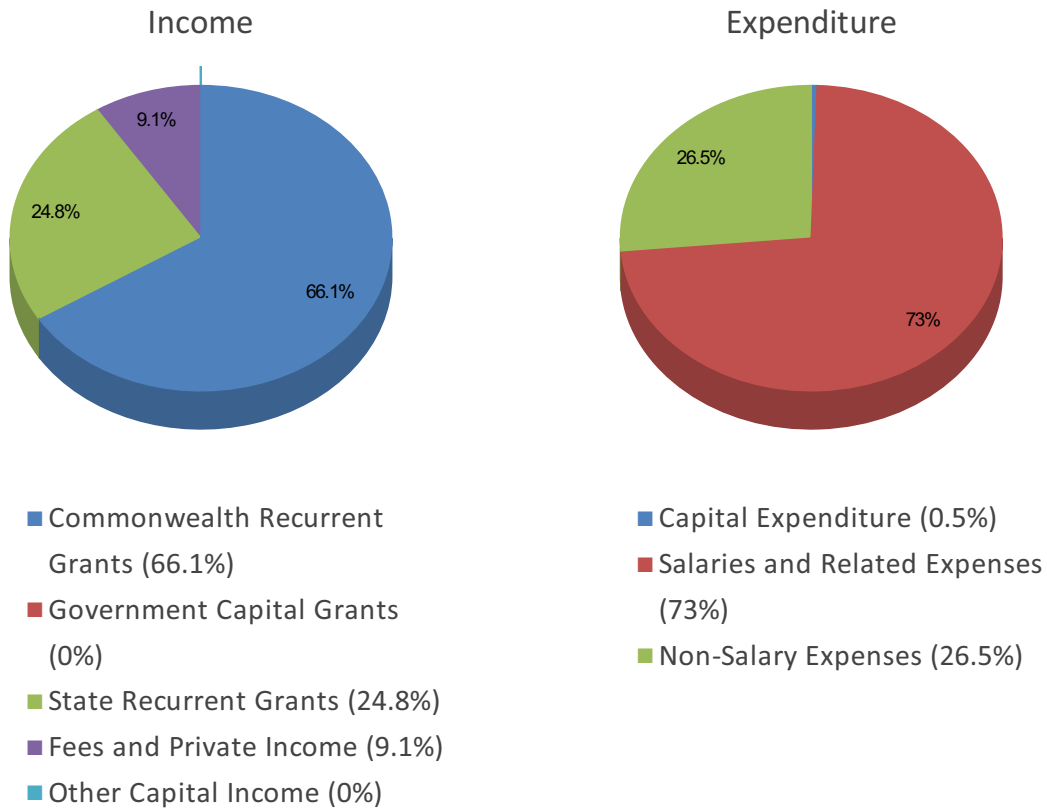
### **Teacher Satisfaction**

The members of staff at St Joseph's express a high level of job satisfaction. They enjoy working in a work environment that is professional, open and friendly and is based on respect and understanding. All staff members experience the support of colleagues and also feel supported by the wider school community. The close relationship the school has with the Parish Priest is intrinsic to fostering a strong and positive sense of community. Collaborative programming, Professional Development based staff meetings and co-teaching has promoted positive professional growth amongst all members of staff who value opportunities to update their skills



and knowledge. All members of staff are committed to ensuring a high standard of teaching and learning outcomes for the students. Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback from members of staff.

**SECTION ELEVEN: FINANCIAL STATEMENT**



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$772,501
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$290,044
Fees and Private Income <sup>4</sup>	\$106,539
Other Capital Income <sup>5</sup>	\$417
<b>Total Income</b>	<b>\$1,169,501</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$5,715
Salaries and Related Expenses <sup>7</sup>	\$829,416
Non-Salary Expenses <sup>8</sup>	\$300,668
<b>Total Expenditure</b>	<b>\$1,135,799</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Diocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.