

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

2015



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Principal

Mrs Deborah Harrison

ABOUT THIS REPORT

St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale 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 Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW 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

There have been a number of significant changes and improvements to the School in 2015.

This year our school has been a part of implementing the Core Catholic Principles and Values into our curriculum. Our goal is for every student, teacher and parent to know, understand and articulate each core principle. The school has continued to focus on the individual needs of students, focussing on improving literacy and numeracy standards and improving the faith development of our community.

The introduction of the Student Representative Council in semester two empowered our students to represent all students in the school and organise ways for students to participate in school life. We continued the You Can Do It social development program to encourage responsible behaviour. Our approach to education has been enhanced by the introduction of the Minilit and Reading Tutor intervention program. We have online programs to support Maths, reading and spelling. During semester two the staff worked collaboratively to establish a professional learning community in Guided reading to improve comprehension strategies and skills.

Parent Body Message

Parental involvement has always been an essential element of St Joseph's school. As a remote rural community the school and community rely on each other for support. Parents are involved in the School Board the Parents and Friends Association. All parents and parishioners are included in school liturgies and weekly assemblies, regional sporting events, excursions, working bees, library, canteen as well as classroom volunteers assisting with reading groups and the uniform shop.

The Fete Committee worked tirelessly to raise as much money as possible for the School. It was a truly successful day which demonstrated the positive spirit of the St Joseph's Community. Many other annual events occurred throughout the year including Mungindi's Got Talent, Melbourne Cup Luncheon, Parent, Student and Teacher Interviews and Mother's and Father's Day celebration. In 2015 we celebrated Sr. Jan Bakers Jubilee. Parishioners from the surrounding district came to a special Mass and lunch.

Student Body Message

The Student Leadership Team is made up by the School Captains, the Sports Captains, leaders

and members of the Student Representative Council (SRC). As members of the team we have had opportunities to develop our leadership skills and understanding of the importance of being positive role models for other students. There have been many occasions for us to contribute to the life of the school.

Leaders lead the weekly assemblies, assisted with the Kindergarten Orientation program and participated in the many fundraisers designed to support others in both the local and global communities through our Word-a-thon fundraiser for Missions. Formal activities where the student leaders were asked to represent the school and the wider student body include ANZAC Day official School assemblies, Masses, liturgies and sacramental programs as well as Diocesan sporting events.

The school has continued to promote a culture of student leadership and shared responsibility particularly in the senior class.

SECTION TWO: SCHOOL FEATURES

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

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St Joseph's Primary School is located in North Western NSW. It is best known as a border town that functions on two time zones between October and March. Half of the town is in NSW the other half is in QLD. The Sisters of Mercy were responsible for the opening of St Joseph's (originally called St Brigid's) in 1924. For over 50 years it also functioned as a 'Boarding School' catering for the needs of the isolated children of the area. In 1980, the Sisters of Mercy left the parish and were replaced by the Little Company of Mary Sisters who ran the boarding school until its closure in 1983. Today rural children travel to school by bus and private vehicle.

The Sisters of Saint Joseph came to Mungindi in 1984 and assisted Fr Pual McCabe run the parish.

The Sisters helped out in the school with Religious education particularly with the Sacramental programs. Today the school is administered by lay staff with a strong association with the Sisters of St Joseph who manage the Parish. The sisters have a strong pastoral presence in the school community. The Parish Priest from Moree to regularly celebrates Mass at the Church.

SECTION THREE: STUDENT PROFILE

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 2015:

Girls	Boys	LBOTE*	Total Students
24	28	4	52

* 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.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2015 was 91.90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.42%
Year 1	92.40%
Year 2	91.73%
Year 3	92.50%
Year 4	91.23%
Year 5	92.01%
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;
- 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;
- 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 School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	6	12

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

Percentage of staff who are Indigenous	1%
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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 developments days this year with areas of focus as follows:

Term 1	New Employees Day, Student Support. History PD
Term 2	Religious Education, Grip Leadership R.E Bishop Meeting Moree Secretaries Meeting Armidale Stage 2 Day: Moree
Term 3	Literacy /Data: Learning Space Moree Google drive PD DLES PD with Anne Women in Leadership in Tamworth
Term 4	History PD Tamworth RE meeting Narrabri Student support review Moree Joan Shanahan PD Mungindi Principal's conference Armidale

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Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	5
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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.

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During 2015 St Joseph's continued to focus on Catholic Identity and to provide opportunities for students, staff, parents and members of the community to celebrate. Fr Paul and Fr Joseph provided guidance and made themselves readily available to help the school have a full and meaningful Liturgical life. Sr Jan and Sr Christine were very supportive in the planning and celebration of a variety of events.

The sacramental program was well supported and delivered throughout the year and there was a strong focus on the prayer life of the school. All staff are encouraged to attend and participate in weekly Liturgies and Mass. The staff also attended a twilight evening and a held a retreat day led by Carmel McCosker. The principal was REC this year.

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.

During the second semester the staff incorporated the Core Catholic Principles into the History and Science KLA 's. As we become more familiar with these principles, more will be embedded into our Key Learning areas.

In 2015 we integrated the "family" focus into our morning prayer and liturgies.

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Our School's average result (as a mark out of 50)	
Year 6	29.30

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW 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.

St Joseph's Primary School follows the NSW Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

The school uses the NSW Board of Studies Syllabus documents as the basis of our programs. In all the Key Learning Areas teachers have planned their teaching in Scope and Sequence documents, Programs of Teaching and Assessment Tasks. Parents are reported to with two written reports each year and through interviews. The individual needs of each student is a key focus and teachers adapt programs, teaching strategies, and resources to match these needs. The school has a strong focus on Literacy and Numeracy. All Yr 3 and Yr 5 students take part in the NAPLAN testing program. Students from Year 3-6 participate in The ACER Progressive Achievement Tests in Reading Fourth Edition (PAT Reading). A test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. Students participate in the ACER *Progressive Achievement Tests in Mathematics (PAT Maths)*. This test is an Australian test designed to provide objective, norm-referenced information to teachers about the level of achievement attained by their students in the skills and understanding of mathematics. The school has a strong technology base with good quality hardware, a wireless array throughout the school, a variety of devices and a commitment to teacher education on the use and integration of technology. All students will have access to their own chromebook in 2016 as an initiative to implement Google Drive classroom.

St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received an proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

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

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	13.00%	48.20%	13.00%	11.00%
	Writing	38.00%	46.80%	13.00%	7.40%
	Spelling	0.00%	41.10%	25.00%	14.50%
	Grammar	38.00%	51.80%	0.00%	10.70%
	Numeracy	25.00%	33.60%	25.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33.00%	33.40%	22.00%	18.20%
	Writing	13.00%	19.10%	25.00%	17.50%
	Spelling	11.00%	32.60%	11.00%	15.30%
	Grammar	33.00%	36.20%	11.00%	16.20%
	Numeracy	11.00%	27.50%	33.00%	15.80%

Student Welfare Policy

No change made 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.

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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 change made 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.

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Anti-Bullying 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

We are continuing to enforce our new Responsible Behaviour Model which promoted respect for self, others and the environment.

This Policy is under review and St. Joseph's plan to develop a Positive Behaviour for Learning over the next two years.

SECTION NINE: 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 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 2015

The 2015 school year saw the introduction of a whole school approach to explicit language learning. Extra time resources and teacher hours were devoted to establishing the program in each class. The program was refined throughout the year to be part of the whole school approach to literacy. Anita Chinn professional development and modules provided teachers with knowledge for numeracy in number.

Priority Key Improvements for 2016

Priority Key Improvements for 2016

In 2016 we will continue to implement and embed the Catholic Principles and Values for the New South Wales Syllabuses into Key Learning Areas.

We will also celebrate the Year of Mercy. In our curriculum area we will have Professional Learning Teams with allocated time to review data and monitor students progress. Teacher collaboration in planning to improve and implement best teaching practice to improve student results a priority. The introduction of a Positive Behaviour for Learning program will commence in 2016. Continuation of DLES literacy and numeracy role in our school focusing on K-2 students.

SECTION TEN: 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

In addition, open questions provided parents with the opportunity to elaborate on feedback. The survey response rate was 74.2% (23 out of 31 respondents).

St Joseph's Primary School (Mungindi) achieved an overall satisfaction score of 72% (3.59 out of 5).

St Joseph's Primary School (Mungindi) would like to sincerely thank parents for their participation in this survey. Feedback will assist in delivering real benefits to students and strengthening our 'educator of choice' status.

Student Satisfaction

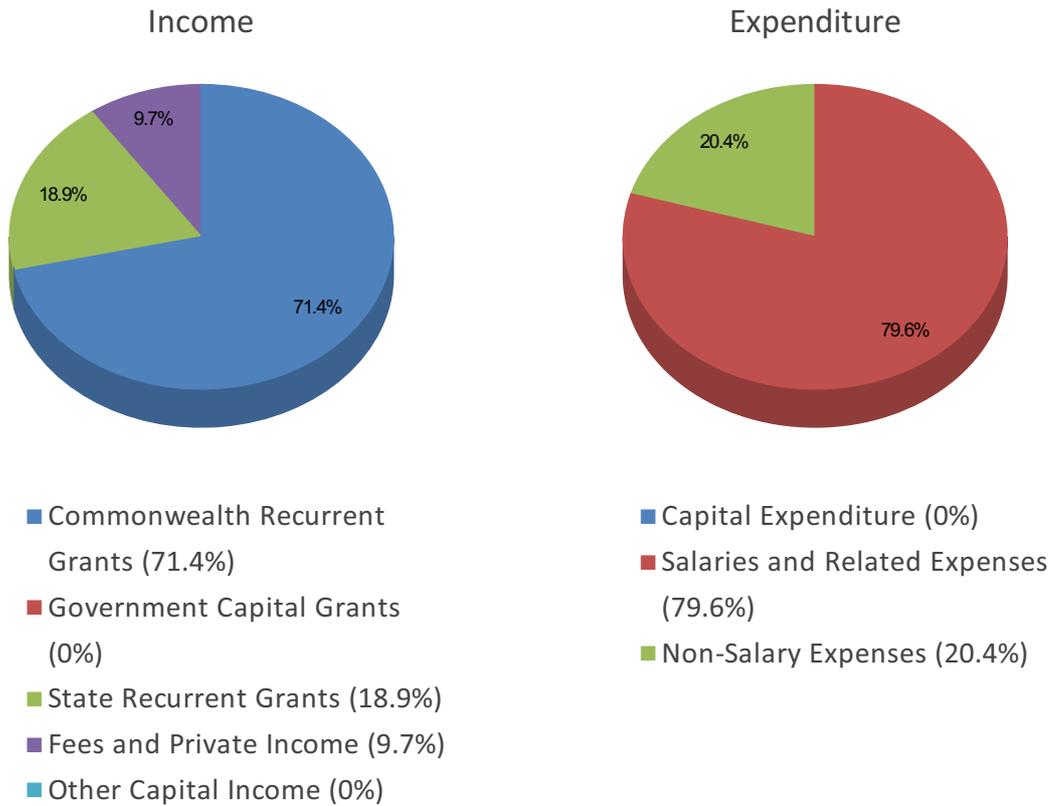
Students Response: The survey response rate was 90.5% (19 out of 21 respondents).

St Joseph's Primary School (Mungindi) achieved an overall satisfaction score of 83% (4.16 out of 5).

Teacher Satisfaction

At the time of the survey there was a change of Principal position.

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$738,451
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$195,252
Fees and Private Income ⁴	\$100,068
Other Capital Income ⁵	\$0
Total Income	\$1,033,771

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$83
Salaries and Related Expenses ⁷	\$757,384
Non-Salary Expenses ⁸	\$194,593
Total Expenditure	\$952,060

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 Archdiocesan 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.

Enrolment Policy

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> .