

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

2016



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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

St. Joseph's School motto commits to providing an environment where "whatever we do, we do it well".

In 2016 we aimed to create a prayerful atmosphere where students could begin their school day. We wanted to raise academic achievement across the school and to provide opportunities for our students outside of the classroom. We achieved these goals.

The opportunities our children have had, with your support, provided some wonderful opportunities for our students to shine. We have focussed on the academic side of education and at the cultural and sporting sides of education. A greater focus on student faith and learning has given our students a greater control over their own learning. Our Year 6 Religious Education Test results were high. One high distinction and five distinctions. The School Board provides advice and support the strategic direction for our school. The Parents and Friends, through fundraising, and parental support helped to provide various resources. Teachers have been involved in major projects this year : Catholic Core Principles and Values, Guided Reading and the New Mathematics Curriculum.

Parent Body Message

There are many ways to be involved within St Joseph's Catholic School, through the parish, as seen with the fete, through the P&F, through education & sport with the students and within the school board.

The role of the school board is to facilitate the governance of the school both financially and educationally in line with the school's mission statement and the Bishop's vision for education. We are involved in the policy formation in the areas of pastoral care, discipline, enrolment and education.

This year the focus of the Board has been to facilitate the school's corporate financial position (which is different to the P&F) and to support the educators within our school in our quest for excellence within the academic arena for each and every child.

There are 11 members of the school board. If you feel that being a part of the board is an area of interest to you, please give consideration to nominating. I would be happy to talk to anyone who is interested. There are parents within our school community who could offer more and here are two opportunities for parents who are currently not involved to get involved.

School Board President: Mr. Anthony Barlow

Student Body Message

2016 was a special year for me at St. Joseph's Primary School. I was honoured to be School Captain and had the privilege of being part of a great school leadership team. This team includes Vice Captains, Sports Captains and SRC leaders. As School Captain I was given so many amazing leadership opportunities which helped increase my confidence speaking in front of our friends and the wider community. Attending St. Joseph's Primary School was wonderful as I have made many life-long friends and been taught by wonderful teachers that challenged us to strive for excellence and be confident in ourselves. I would like to thank all the hard working teachers, students, the P&F, parents, office staff and our dedicated Principal Mrs Harrison.

Olivia Houldcroft and I have become more responsible as we were given the opportunity to work independently in our leadership roles. This freedom has also strengthened the trust and cooperation we have built between us and we are proud of how far we have developed, both as individuals and as a team. We feel extremely grateful for this experience at St. Joseph's which has equipped us for the next stage of our life's journey. Oliver Sykes

SECTION TWO: SCHOOL FEATURES

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

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 Dowd run the parish. The Sisters helped out in the school with Religious education particularly with the Sacramental program. 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 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 2016:

Girls	Boys	LBOTE*	Total Students
19	20	2	39

* 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 2016 was 91.14%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.00%
Year 1	92.00%
Year 2	96.00%
Year 3	84.00%
Year 4	91.00%
Year 5	92.00%
Year 6	91.00%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	5	10

* This number includes 3 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	11%
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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:

Term 1	Collaborative learning
Term 2	Core Catholic Principles and Values
Term 3	Mathematics new syllabus
Term 4	Students with Disabilities

Staff had the opportunity to continue their development in understanding of the Core Catholic Principles and Values through the presentation of guest speakers.

The new Mathematics syllabus Professional Learning day provided teachers time to re-evaluate scope and sequences to improve their pedagogy across the strands in Mathematics.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

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.

During 2016 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 Christopher provided guidance and made themselves readily available to help the school have a full and meaningful Liturgical life. Sr Jan was 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 weekly Liturgies and Mass. The staff also attended twilight prayer led by the CSO Spirituality team and participated in the Core Catholic Principles and Values focusing the Sanctity of Life. The principal was REC this year and participated in Diocesan meetings.

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	42.90

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching 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.

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 (PATMaths)*. 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.

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.

This is to improve student learning in Literacy and Numeracy with the Project Teacher setting explicit goals.

Note: Year 5 is below the student number reporting threshold for NAPLAN.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57.20%	49.40%	0.00%	11.50%
	Writing	12.50%	48.80%	12.50%	6.20%
	Spelling	42.90%	46.40%	0.00%	12.40%
	Grammar	71.50%	52.50%	0.00%	9.60%
	Numeracy	62.50%	35.60%	12.50%	13.40%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	0.00%	35.30%	0.00%	15.50%
	Writing	0.00%	17.20%	0.00%	18.10%
	Spelling	0.00%	29.80%	0.00%	17.20%
	Grammar	0.00%	36.30%	0.00%	15.00%
	Numeracy	0.00%	28.30%	0.00%	16.50%

Student Welfare Policy

The school and its teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and principals not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury.

No changes were made to our 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.

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.

St. Joseph's implement the You Can Do It program. The core purpose is the development of young people's social and emotional capabilities, including: Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. Central to the development of these 5 foundations is instilling in young people 12 Habits of the Mind that support and nourish the 5 foundations, including Accepting Myself, Taking Risks, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (includes the values of respect, responsibility, caring, fairness and honesty).

BART is the Behaviour Analysis & Reporting Tool which has been developed by the Catholic Education Office to record, track and analyse student behaviour. At St. Joseph's students positive behaviour is reinforced and affirmation is recorded in BART as is unacceptable behaviour.

No changes were made to our Pastoral Care 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.

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

St. Joseph's School teaches students the principle of responsibility for their own actions and respect to others. This is supported by our Emmanus Journey and You Can Do It program.

Staff endeavour to be examples and models of this behaviour.

The Student Representative Council (SRC) is a student body elected from students themselves. Through the SRC, students can present their needs to teachers and administration. It is also a beneficial training ground where these leaders of tomorrow can work together to accomplish goals.

Students are also encouraged to take responsibility by fulfilling certain tasks throughout the year.

Experience shows that students love to participate, help and assume a level of responsibility from K-6. School and class rules are set by teachers with input from students themselves and embedded in these rules is respect for others.

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 2016

The 2016 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. Focus on data collection in literacy and numeracy was the driver for data walls and Professional Learning Teams. MiniLit and Reading Tutor Program were implemented enhancing the reading and comprehension skills of students in K-6. Up-skilling teachers and paraprofessionals led to the success of these intervention programs. Student reading growth improved across the school with ongoing development of our school's Guided Reading Program.

Priority Key Improvements for 2017

For 2017 a whole school initiative in writing to improve student performance at a school, state and national level. Staff professional development is a priority to ensure the implementation of whole school initiatives to achieve student success. Continue developing the K-2 best practice and improve student learning through additional staffing and the leadership and support from the Leadership team in Literacy and Numeracy.

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

An independent organisation was engaged to survey parents with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. All areas received good feedback.

St Joseph's Primary School (Mungindi) recorded an overall satisfaction score of 72% (3.58 out of 5).

Student Satisfaction

An independent organisation was engaged to survey students with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. All areas received excellent feedback.

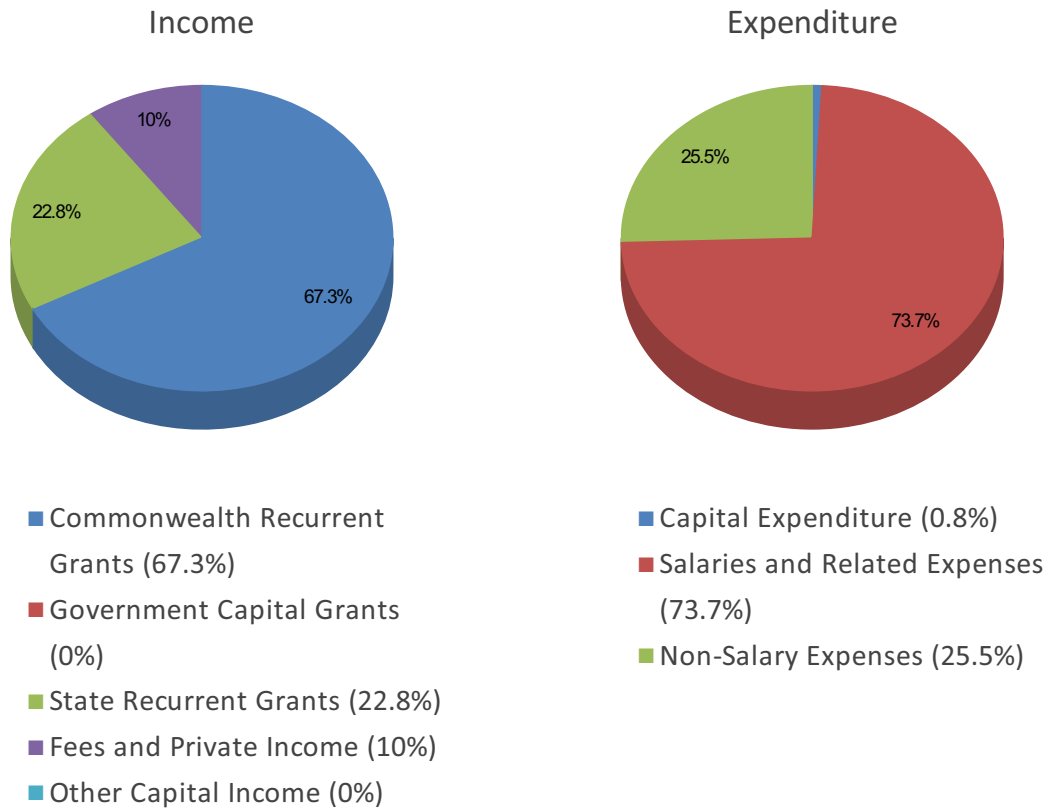
St Joseph's Primary School (Mungindi) recorded an overall satisfaction score of 89% (4.47 out of 5).

Teacher Satisfaction

An independent organisation was engaged to survey teachers with regards to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Staff Engagement, Resources and the Improvement Process. Most areas received excellent feedback, while the area of Catholic Ethos received good feedback.

St Joseph's Primary School (Mungindi) recorded an overall satisfaction score of 82% (4.11 out of 5).

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$626,328
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$212,164
Fees and Private Income ⁴	\$92,782
Other Capital Income ⁵	\$0
Total Income	\$931,274

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$7,661
Salaries and Related Expenses ⁷	\$683,922
Non-Salary Expenses ⁸	\$236,276
Total Expenditure	\$927,859

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.