

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

2016



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**Principal**

Mr John Clery

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## ABOUT THIS REPORT

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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**

At St Joseph's you will often hear us claim to have a "relentless focus on learning".

A relentless focus on learning demands our staff develop as professionals. In 2016 over a 6th of St Joseph's 2016 budget was dedicated to staff development. The research is clear - want to improve student outcomes - improve the quality of teachers.

Along with school provided professional learning, each teaching staff member has their own unique professional learning plan. On top this 3 staff members in 2016 completed post graduate education. St Joseph's staff know what it is to be a "life-long learner".

We have a relentless focus on learning for our children, or stated differently we relentlessly focus on individual growth for every student.

At St Joseph's we measure every child against themselves. This is a belief which is shared by St Joseph's parents. Of the 28 families that responded to the 2016 satisfaction survey, 100% either 'strongly agreed' or 'agreed' with St Joseph's emphasis on an individual student growth mindset.

St Joseph's demand for improvement will continue in 2017. We will improve by basing our decisions and directions on solid research and current student data.

### **Parent Body Message**

The main purpose of the St Joseph's School Advisory Board is to support the Parish Priest and principal in decisions involving the school and staff. In 2016 we have watched St Joseph's grow in student population, reputation and academic achievement, allowing the board and staff to rightly claim 2016 a success.

The Catholic Schools Office began its recruitment of a new principal for our school in September. Interviews were held with some very talented applicants and were very pleased with Bishop Michael Kennedy's appointment for 2017. The Board looks forward to working with him and continuing to keep our school strong and striving for excellence.

I would like to thank our Parish Priest for all his time and effort. A big thank you must go to the principal and all the Staff. It amazes me how far that you all go above and beyond and it is very much appreciated.

I would personally like to thank all the board members for giving up their time to assist in the running our great school.

Finally, I would like to thank the students of St Joseph's. It is a great pleasure to be able to support the school of such polite, well-mannered and grateful students.

Chairperson

### **Student Body Message**

2016 has been another successful year for St Joseph's School. We have had lots of highlights and events which have helped our school grow in many ways.

Examples include, an increased student population, fantastic individual learning growth across the whole school, participation in external assessments, a book fair which reached our target of book purchases, a successful participated in Catholic School Celebrations and a wonderful Year 5 / 6 Sydney Excursion.

A big thank you to all parents and friends who have helped make our school such a busy and fun place. You have been there for us helping with, reading groups, classrooms learning opportunities, fundraising, the school canteen, excursions, carnivals, transport to and from event, making patty cakes. Our school needs you and thank you for being there for us.

Thank you to our Parish Priest and dedicated teachers and support staff for the effort and time you give to the students. A big thank you to our principal for all your effort and hard work over the past six years that you have been Principal of St Joseph's School.

2016 School Captains

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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 QUIRINDI.

Catholic Education began in Quirindi in January 1885 with the arrival from Lochinvar of three Federation sisters of the order of St Joseph's to establish a school. Quirindi was then in the Gunnedah Parish in the Diocese of Maitland. In 1887 following the reorganisation of Diocesan boundaries, Quirindi was incorporated into the Armidale Diocese and the Sisters from Lochinvar withdrew and returned to Maitland. In 1888, following a request to Mother Mary MacKillop from Bishop Torreggiani, a community of four sisters of St Joseph of the Sacred Heart was established in Quirindi to conduct a school with an enrolment of 67 children. Blessed Mary MacKillop was present at the opening and blessing of the new convent in 1895. In more recent times, St Joseph's School has enjoyed an extensive refurbishment and capital works program, revitalising our facilities and enhancing the student's learning environment. Our new library was completed in 2010, in time for our celebrations commemorating 125 years of Catholic Education in Quirindi. Quality education has led to a recent surge in enrolments, from 39 students (2011) to 97 students (November 2016).

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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 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 44    | 51   | 1      | 95             |

\* 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 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |
|--------------------------------|--------|
| Kindergarten                   | 95.00% |
| Year 1                         | 92.00% |
| Year 2                         | 90.00% |
| Year 3                         | 93.00% |
| Year 4                         | 93.00% |
| Year 5                         | 94.00% |
| Year 6                         | 94.00% |

### 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.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 6                     | 4                        | 10             |

\* This number includes 5 full-time teachers and 1 part-time teachers.

|  |     |
|--|-----|
| Percentage of staff who are Indigenous | 18% |
|--|-----|

### 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:

|               |  |
|---------------|--|
| <b>Term 1</b> | 27th January 2016: Where to next on our PLC Journey  |
| <b>Term 2</b> | 3rd June 2016: Catholic Core Principles and Values: Sanctity of Life   |
| <b>Term 3</b> | 16th September 2016: Action Research (Reaching our Writing potential)  |
| <b>Term 4</b> | Monday 19th December: Analyzing 2016 data to help drive 2017 Tuesday 20th December: Ensuring Compliance (WHS eLearning, CP eLearning 2017 Scope and Sequences) |

The school as a learning community encourages all staff to continue to invest in their Professional learning. Some of the professional development undertaken by the staff in 2016 included, though was not limited to: Peer observations, Principal Instructional Walks, Staff Collaborative Learning Days, Personal Learning Plans, Google Suite, Spirituality Retreats, School Communities working together: Anti-Social & Extremist Behaviour, Asthma Training, School Learning Space Design, Leaders of Learning: Guaranteed & Viable Curriculum, Work Health and Safety Modules and Child Protection Modules.

### 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:

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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 liturgical life of the school is healthy and active, with children having numerous opportunities to celebrate the Eucharist as a whole school each fortnight. St Joseph's School is for many students and families the main link they have with the Catholic Church. As a result, in 2016 the school strived to ensure that the students had regular exposure to prayer, liturgy, the Mass and the Sacraments.

St Joseph's celebrated the commencement of the 2016 school year with a School Mass. Additional Masses and liturgical celebrations were enhanced throughout the year by utilising the talents of the staff and students. Parents are always invited to join us.

The 2016 school year has seen two very successful Sacramental Programs. Children have received the Sacrament of Penance (First Reconciliation) and the Sacrament of First Holy Communion. Thank you to the teachers, Parish catechists and parents for preparing and supporting the children through this very special time. Thank you also to our wonderful Parish Priest, for his support and encouragement in making these programs such a great success.

The children's focus at one Sunday morning Parish Mass each Term continued in 2016. This provided the chance for both the Parish and school to come together and celebrate the Eucharist. In November the school was also represented in Armidale at the Cathedral for Feast of Christ the King, as the Diocese celebrated the conclusion of the year of Mercy.

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  | 26.20 |

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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 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.

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.

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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 2016 |                 | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                 | School                           | Australia | School                              | Australia |
| <b>Year<br/>3</b>   | <b>Reading</b>  | 45.50%                           | 49.40%    | 0.00%                               | 11.50%    |
|                     | <b>Writing</b>  | 36.40%                           | 48.80%    | 0.00%                               | 6.20%     |
|                     | <b>Spelling</b> | 36.40%                           | 46.40%    | 18.20%                              | 12.40%    |
|                     | <b>Grammar</b>  | 54.60%                           | 52.50%    | 0.00%                               | 9.60%     |
|                     | <b>Numeracy</b> | 27.30%                           | 35.60%    | 9.10%                               | 13.40%    |

| NAPLAN RESULTS 2016 |                 | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                 | School                           | Australia | School                              | Australia |
| <b>Year<br/>5</b>   | <b>Reading</b>  | 7.10%                            | 35.30%    | 64.20%                              | 15.50%    |
|                     | <b>Writing</b>  | 7.10%                            | 17.20%    | 35.70%                              | 18.10%    |
|                     | <b>Spelling</b> | 7.10%                            | 29.80%    | 50.00%                              | 17.20%    |
|                     | <b>Grammar</b>  | 71.00%                           | 36.30%    | 50.00%                              | 15.00%    |
|                     | <b>Numeracy</b> | 14.20%                           | 28.30%    | 57.10%                              | 16.50%    |

### **Student Welfare Policy**

St Joseph's Primary School seeks to provide a safe and supportive environment which minimises risk of harm and ensures students feel secure. The environment supports the physical, social, academic, spiritual and emotional development of students and provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care in 'The Catholic Systemic Schools' of The Armidale Diocese.

Various pastoral care initiatives were put in place in 2016 to further build positive relationships within the school community and to enhance staff and student learning and wellbeing.

No changes were made to the School's Pastoral Care Policy in 2016.

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.

The Discipline Policy is based on procedural fairness and the rights and responsibilities of all.

Students and staff have a clear understanding of the expectations articulated through this policy. Open communication is promoted and a clear set of rules, expectations and procedures to protect the rights of every individual is established and enforced. The policy promotes a safe and caring learning environment. The Discipline Policy contains school rules, safety and supervision procedures, management of classroom behaviour, playground management and procedures for student management.

No changes were made to the School's Student Discipline Policy in 2016.

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 addressed the areas of Respect and Responsibility in a number of ways. These included: a Peer Buddy system, with our Year 6 students acting as a buddy for our Kindergarten students, a proactive Student Representative Council and classroom Codes of Cooperation. The St Joseph's Mission Statement is displayed in every classroom and other prominent places around the school. Students are constantly exposed to values and expectations through our pastoral care and discipline procedures.

Throughout 2016 the school played an active role in the Quirindi community by supporting services such as St Vincent de Paul where items were raised for the annual Christmas appeal.

The school took an active part in the community ANZAC Day service by marching through town. The Quirindi Show is a highlight of the local community and the school made a substantial contribution to the exhibitions and the events.

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**

Significant accomplishments from the 2016 strategic plan include:

- Creation of a St Joseph's Best Practice Framework for 'Learning Intentions' and the implementation of Learning Intentions into every Literacy and Numeracy learning opportunity.
- Creation of a St Joseph's Best Practice Framework for 'Writing Assessment and Feedback' plus the creation of Proficiency scales for every stage in Persuasive writing.
- Greater emphasis on individual student learning through Project Learning and the implementation of the Google suite.
- The implementation of a student learning Data Corridor to tighten the schools focus on learning and ensure learning is visual.
- Allocation of significant budget resources towards collaborative furniture and ICT to enhance student engagement and student collaboration.
- And most importantly significant progress in the transition of our school culture:
  - From Teaching to Learning,
  - From student benchmarks to student growth
  - From accountability to best practice
  - From teacher centred to student centred
  - From diagnostic assessment to assessment for learning

## Priority Key Improvements for 2017

St Joseph's Priorities for 2017 include, though are not limited to:

### 1. Improve student performance:

- Implement NSW Action Plan for Literacy and Numeracy
- Focus on formative assessment
- Improve SOFT skills
- Meet 2017 Learning Targets

### 2. Increase Staff Capacity:

- Staff work collaboratively on personal and student learning
- Action Research: providing Fast, Formative and Frequent Feedback

### 3. Strengthen Stakeholder Partnerships:

- Increase opportunities and modes of communication
- Clarify roles and responsibilities

St Joseph's will improve by basing our decisions and directions on solid research and current student data.

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**

Surveys have reaffirmed that St Joseph's has achieved an enormous amount in 2016 with an outstanding overall satisfaction score of 87% (4.34 out of 5). St Joseph's provides educational services to students from 55 families. Best practice areas include: General, Leadership, Improvement Processes, Resources, Teaching and Learning and Catholic Ethos.

Survey responses were received from 28 out of a total of 55 eligible respondents. This equates to a response rate of 50.9%

From the survey's it is recognised the school community is very impressed with the school's leadership, emphasis on Literacy and Numeracy through uninterrupted work blocks and the schools individual student growth mindset.

Parents however would like to see St Joseph's being more proactive in encouraging parents to think and talk about faith, as well as the children receiving consistent and appropriate homework for their year level (St Joseph's introduced a no homework policy in 2016).

### **Student Satisfaction**

Surveys have reaffirmed St Joseph's students believe 2016 has been a great success with an outstanding overall satisfaction score of 88%. St Joseph's Primary School provides educational services to students from 55 families. Best practice areas include: Teaching and Learning, Catholic Ethos, Leadership, Improvement Processes and Resources, .

Survey responses were received from 88% of Year 4, Year 5 and Year 6 students.

From the survey's it is recognised students are impressed with St Joseph's Teaching and Learning.

Students however would like to see improvement in the school grounds and facilities, while also believing the food in the tuckshop is unhealthy.

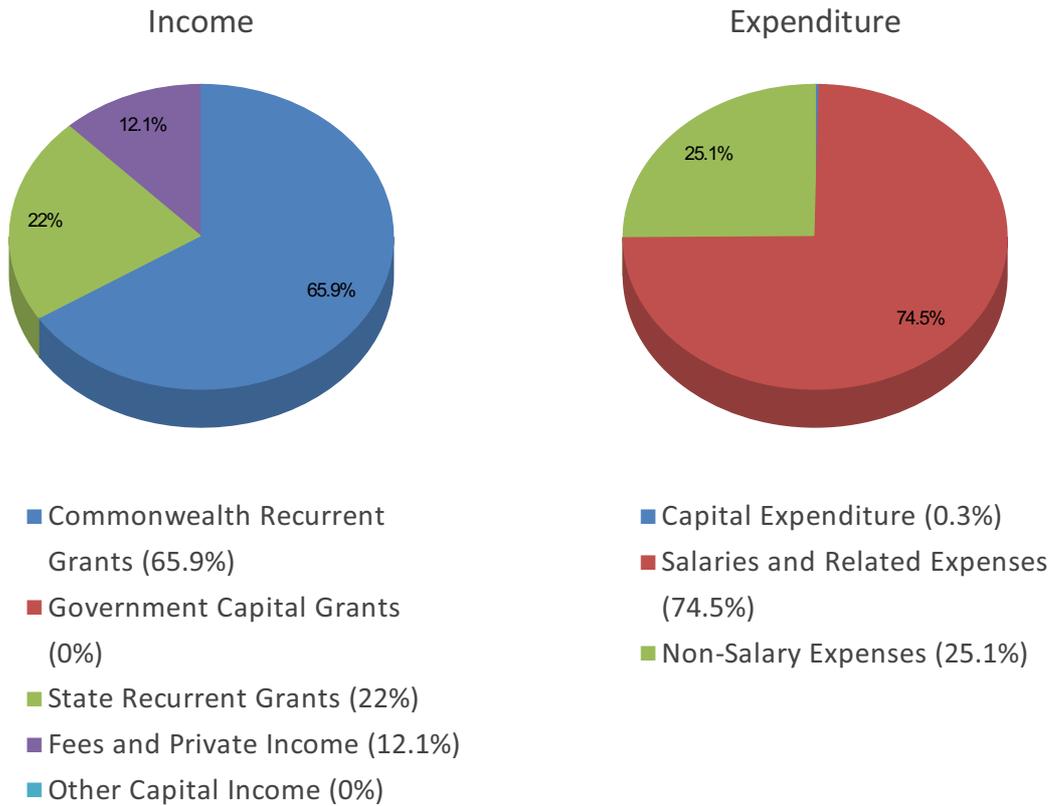
### **Teacher Satisfaction**

Surveys have reaffirmed St Joseph's staff belief 2016 has been a great success with an overall satisfaction score of 84%. St Joseph's Primary School provides educational services to students from 55 families. Best practice areas identified by the staff include: General, Catholic Ethos, Leadership, Improvement Processes and Staff Engagement.

Survey responses were received from 9 out of a total of 11 eligible respondents. This equates to a response rate of 84%.

From the survey's it is recognised staff would like to see St Joseph's look at how the school is resourced in 2017, with particular attention placed on the grounds and outdoor facilities.

**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 <sup>1</sup> | \$899,095          |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$299,607          |
| Fees and Private Income <sup>4</sup>       | \$165,068          |
| Other Capital Income <sup>5</sup>          | \$0                |
| <b>Total Income</b>                        | <b>\$1,366,792</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$4,399            |
| Salaries and Related Expenses <sup>7</sup> | \$971,826          |
| Non-Salary Expenses <sup>8</sup>           | \$327,407          |
| <b>Total Expenditure</b>                   | <b>\$1,303,632</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 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.