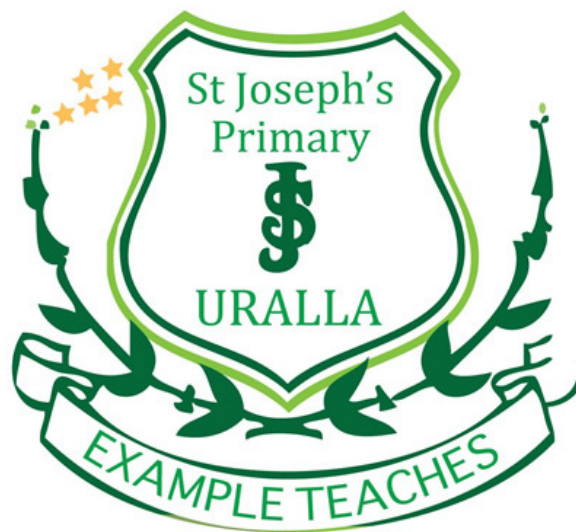


St Joseph's Primary URALLA  
Annual School Report to the Community

2016



**School Contact Details**

Wood Street, URALLA 2358

[principal@stjosephsuralla.catholic.edu.au](mailto:principal@stjosephsuralla.catholic.edu.au)

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

02 6778 4063

**Principal**

Mrs Judith Elks

---

## 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 Catholic Primary School is a vibrant Christ centred community well supported by the parish and parent body. The Gospel values, including faith, respect, and service, guide and permeate all learning and behaviour. A high standard of education is provided for the students, strengthened by the teaching and example of Catholic faith and tradition. Students are encouraged to develop to their full potential in an inclusive and supportive climate of love, respect and acceptance. The school values its place in both the Uralla and wider community, taking part in a variety of local and diocesan cultural and sporting activities.

The 2016 school year began with the aim of consolidating the class structures established last year, these being an Infant's Studio and a Primary Studio. The teachers worked collaboratively to enhance a more flexible and engaging learning program focussing on the needs of each and every individual students and adapting programs to promote maximum learning growth and well being.

This report outlines the great successes and improvements of 2016.

### **Parent Body Message**

The PT&F of St Josephs School Uralla is an extremely active group who strongly support the school community. In 2015-2016 the group was represented by approximately 20 families. Their strong support for the school was evident during this period with them being able to give back to the school in excess of \$19,000.

The parent body of the school have worked hard and should be proud of their achievements during the 2015-2016 period. Once again "Many Hands made Light Work"

The PT&F have cemented themselves as role models to the students of the school and with their continued support we can help make the students school journey a happy one.

The PT&F would like to take this opportunity to thank those who have helped, big or small, throughout the year. We would also like to thank the local businesses that supported us in our fundraising ventures.

### **Student Body Message**

Being a student at St Joseph's Uralla has been an amazing and unbelievable experience. The teachers and teacher aids give outstanding support to all students. The teachers are committed to teaching each and every individual child at their own levels. This is the type of school where everyone is involved and everyone makes lifelong friendships. The school is involved in a variety of functions including Mini Vinnies, School masses, Town Parades, Remembrance Day and ANZAC Day Parades and Functions. The school has lots of technology to help the students with their learning. One of the highlights of the year was going to the Catholic Schools Mass in the St Mary's and St Joseph's Cathedral and also going on school camp to Sydney for 4 days.

---

## SECTION TWO: SCHOOL FEATURES

---

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

St Joseph's was established by the Sisters of Saint Joseph in 1886. In 1896 Mother (Blessed) Mary MacKillop paid a visit to the school. Mother Mary wrote in her diary on 29 April 1896 that she 'was very pleased with the school and children'. The Sisters of Saint Joseph withdrew from the school in 1984 after 99 years of dedicated service to the Armidale Diocese. The first lay Principal was appointed in 1985. From this day on the task of providing a Catholic Education to the children of Uralla has been carried on by lay principals and dedicated lay staff. They continue to educate the children in the spirit and traditions of Mother (Blessed) Mary MacKillop. The original school building was completed shortly after the arrival of the nuns in 1886 and is currently used as an administration area. Two separate major building projects have taken place since then. Four classrooms were built in the 1920's and a further classroom and sick bay were added in the 1980's. In recent years, government and school funds have been used on major improvements to the school. Projects included re-roofing the administration building, creation of an all-weather sports area, a multipurpose hall and a solar energy plant.

---

## 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
21	15	0	36

\* 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 91.86%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.00%
Year 1	88.00%
Year 2	92.00%
Year 3	94.00%
Year 4	90.00%
Year 5	92.00%
Year 6	93.00%

### 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 2 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	15%
--	-----

### 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>	Staff Retreat Day
<b>Term 2</b>	RE Sanctity of Life
<b>Term 3</b>	Digital Story telling
<b>Term 4</b>	Improving Writing Pedagogy

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservices, meetings and conferences and a range of professional learning programs provided by the CSO. 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 related to improving students outcomes.

### 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:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	4
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.

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. Our Opening School Mass was again a great way to start the new school year. asking for God's blessing and guidance for the year ahead. During this Mass, the School Captains and House Captains for 2016 were inducted and received their badges. School Masses are held each Friday and each class takes it in turn to prepare the readings and participate in the procession of the gifts. Students in Year Three to Year Six are invited to Altar serve at the school Mass as well as weekend Masses. Parents and Friends are invited to attend the weekly School Mass. Special liturgies and/or Masses are celebrated at other significant times throughout the year. In 2016 these included Ash Wednesday, Holy Week, The Feast of Mary MacKillop, The Feast of the Assumption, Advent and our end of year Graduation Mass. Children from Year Three received First Eucharist in August and the Year Two students received the Sacrament of Penance in November. At ST Joseph's our students are encouraged to reach out and help those in need through their lessons and by active participation in such things as the Charitable Works and Catholic Mission fund raisers, and being members of Mini Vinnies. 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.

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	23.80

---

## 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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Joseph's School is committed to providing a quality education that meets the needs of all students.

At St Joseph's we strive to cater for individual differences by making adjustments for those students who have specific needs. Integrated into our curriculum we include indigenous perspectives and also have a particular focus on enhancing the curriculum through the use of digital technologies. A whole school focus on making learning explicit for students by describing the learning intentions and success criteria for lessons has better enabled students to meet their learning goals.

The Diocesan Literacy Enhancement strategy was continued this year for the purpose of supporting targeted students in the K to Yr 2 classroom. Intervention was provided for students who were below expected reading targets. All students on this program made substantial progress in their reading skills. Professional Learning Team Meetings continued with the aim to improve planning and programming with an evidence based approach using student data and contemporary research. Throughout the year Professional Development opportunities have been provided to all staff to support them in the delivery of the curriculum.

Although St Joseph's is a small school, a variety of sporting and cultural opportunities are offered to our students including community, inter school and diocesan events.

Note: Year 3 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
<b>Year 3</b>	<b>Reading</b>	0.00%	49.40%	0.00%	11.50%
	<b>Writing</b>	0.00%	48.80%	0.00%	6.20%
	<b>Spelling</b>	0.00%	46.40%	0.00%	12.40%
	<b>Grammar</b>	0.00%	52.50%	0.00%	9.60%
	<b>Numeracy</b>	0.00%	35.60%	0.00%	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 5</b>	<b>Reading</b>	33.30%	35.30%	33.30%	15.50%
	<b>Writing</b>	33.30%	17.20%	33.30%	18.10%
	<b>Spelling</b>	16.70%	29.80%	50.00%	17.20%
	<b>Grammar</b>	33.30%	36.30%	50.00%	15.00%
	<b>Numeracy</b>	16.70%	28.30%	16.70%	16.50%

### **Student Welfare Policy**

No changes were made to the 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 the 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 continually promotes respect and responsibility as part of its culture and beliefs as a Catholic School that permeates throughout the curriculum and all aspects of school life. Student Leadership forms a major part of the culture of Respect and Responsibility that makes up the caring climate within our school. St Joseph's actively promotes Gospel Values with respect and responsibility being a core element. Our student leaders act as great role models for younger students and accept responsibility for specific tasks around the school. Students are actively engaged in negotiating school rules that reflect rights and responsibilities of all students and staff. These are routinely reinforced with positive feedback and restorative practices to build respectful relationships. School and class awards are used to formally promote these values. An indigenous program exists in the school which also helps to promote justice and respect for cultural differences.

---

## 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**

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.

The Annual School Priorities for St Joseph's in 2016 included initiatives in a number of key areas: providing opportunities for staff to further develop in their faith; the introduction of explicit teaching of Catholic Principles and Values in all key learning areas; implementation of the new History and Geography syllabuses; professional learning in Improving Writing Pedagogy: developing PLT's (Professional Learning Teams) to transform the learning culture of our school through enhancing teacher capacity and further developing collaboration.

### **Priority Key Improvements for 2017**

School Priorities for 2017 include, but are not limited to: Improving teacher capacity. In order to improve the teaching capacity of all our staff, they will be encouraged to identify personal learning goals through exploration and personal reflection carefully linked to the AITSL Teacher Performance and Development Framework. Develop collaboration between staff. To improve the professional dialogue within the school we will further develop a more focused approach to our Professional Learning Teams. To improve the learning capacity of all our students. Staff will carefully analysis student literacy and numeracy data in order to differentiate the curriculum and target learning for remediation and extension in Writing and Mathematics. To develop Student Leadership in order to support the culture of Respect and Responsibility that makes up the caring climate within our school.

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 with regards to six key areas of the school. Overall satisfaction was 79%. Leadership and Resources scored excellent and all other areas, Teaching and Learning, Catholic Ethos and the Improvement Process all received good feedback. The level of resources and the use of technology in the classroom were identified as real strengths of the school. The school website was an item that raised concerns. Parents constantly highlighted our strengths as being our caring family community, the small class sizes and our dedicated supportive staff.

### **Student Satisfaction**

An independent organisation was engaged to survey students with regards to their level of satisfaction with regards to six key areas of the school. Overall satisfaction was 86%. Results of the survey were presented in summary form covering the following areas Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Summaries for student satisfaction scored St Joseph's as excellent in every one of these areas. The students noted that the staff are always supportive of their learning and always encourage the students to do their best. They also commented on how friendly the students are and the excellent access to technology. The students noted that they are looking forward to our school growing in numbers.

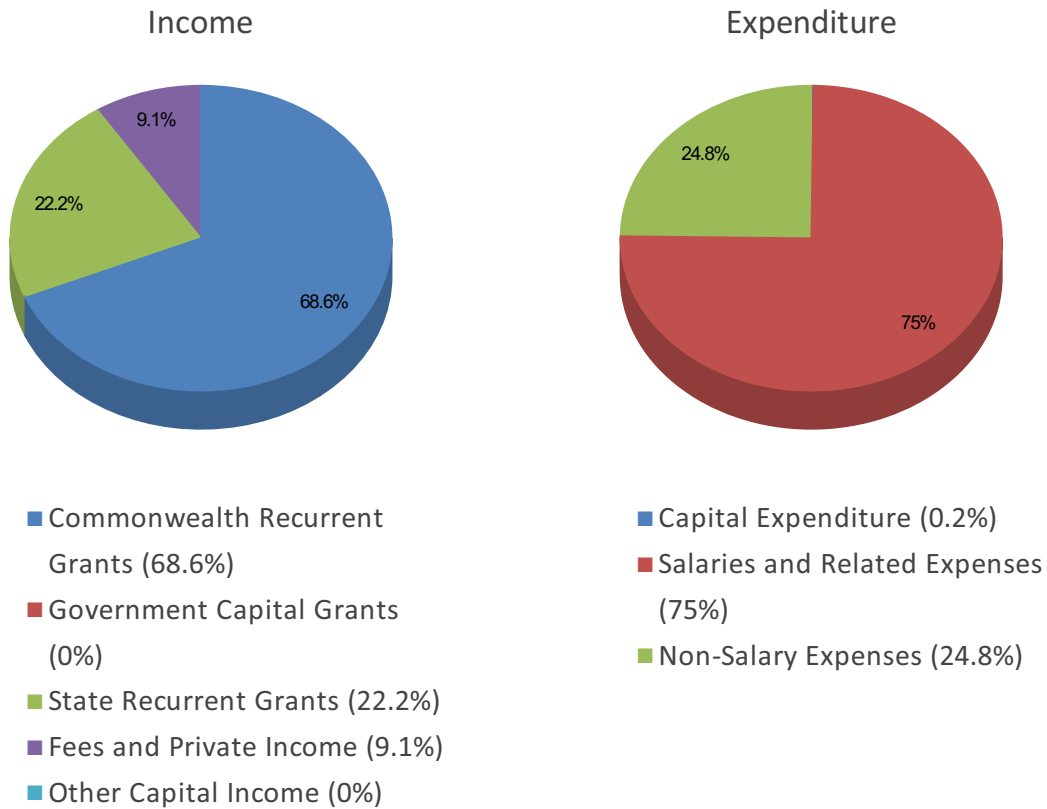
### **Teacher Satisfaction**

An independent organisation was engaged to survey teachers with regards to their level of satisfaction in six key areas of the school. Overall satisfaction was 86%. Staff indicated best practice within the areas of Catholic Ethos, General, and Resources, Leadership, Teaching and Learning, and the Improvement Process.

Items of high regard included, that the Eucharist was seen as a very important part of school life and staff are encouraged to develop a personal prayer life. The staff are all treated equally and work collaboratively together. Leadership models and expects high expectations and constructive feedback is given. The community was seen as welcoming and caring where everyone is treated with respect, that teachers are given opportunities to lead and that there is a strong commitment to Catholic Education.



**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>	\$589,290
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$190,957
Fees and Private Income <sup>4</sup>	\$78,321
Other Capital Income <sup>5</sup>	\$119
<b>Total Income</b>	<b>\$860,208</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,668
Salaries and Related Expenses <sup>7</sup>	\$680,702
Non-Salary Expenses <sup>8</sup>	\$224,869
<b>Total Expenditure</b>	<b>\$907,239</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.