

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

2015



School Contact Details

PO Box 125, WALGETT 2832

principal@stjosephswalgett.catholic.edu.au

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

02 6828 1060

Principal

Mrs Helen Cooney

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 Primary School provides an excellent, holistic education in a caring environment within the Catholic Tradition. The differences, richness and beauty of all children and cultures are respected and valued. Our prayer is that every child will be enabled to learn to the best of their ability and grow to their full potential, in the knowledge that God loves them and is creating them in his image. We acknowledge the parents and carers as the first educators of their children and we value and encourage their contribution to our school. We continue to work in our Learning Community providing a wide range of academic and cultural activities to give our students the opportunity to showcase their gifts and talents in all areas of the Curriculum. We aim to develop students who become effective, independent learners by giving them choice, responsibility and ownership so that they become motivated and productive in our school environment.

Parent Body Message

The parents at St Joseph's School Walgett contribute to the learning community by being involved in all aspects of school life. The contribution made by the School Board and the Parents and Friends Association has helped to support the purchase of many resources, new furniture and Chromebooks so that all students have equal access to the school curriculum.

We acknowledge the parent body who volunteer at the School Canteen and Uniform Shop.

We thank the many parents who support all academic, cultural and sporting activities.

Student Body Message

Our school offers an exciting education that gives students many opportunities. We have the opportunity to learn guitar, enjoy the school choir if we wish. Our sporting teams are coached by teachers and volunteer parents. Our teachers are fair, approachable and provide great learning opportunities for us all. We learn the Yuwaalaraay language and we follow the NSW Syllabus for the Australian Curriculum. We work in Stages which means we make friends across 3 year levels. At lunch and recess we play netball, basketball and the boys play football and soccer. We also enjoy skipping and handball often playing with students from across the stages. We have a great Library and we are encouraged to read and borrow books. We have the opportunity to join Clubs that offer a wide variety of activities and are targeted at a variety of interest levels.

SECTION TWO: SCHOOL FEATURES

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

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

All students have the opportunity to take part in all the celebrations of the Mass, Liturgies of the Word, reflections and prayer sessions to mark special occasions on a regular basis. Parents and members of our local parish are always invited to our school celebrations and assemblies. The students in Stage 3 lead us in prayer on Monday mornings at our whole school assembly and also on Friday's at our Golden Awards Assembly. Teachers pray with their students each day in the classrooms and each class has a special altar that has the liturgical seasons depicted by the coloured cloth, the Bible and a cross.

Preparation for the Sacraments is done by the school and parents/carers are invited to special meetings on each of the Sacraments. Before the students receive the Sacraments of First Eucharist and Confirmation the students and parents/carers are invited to attend the Sacrament of Reconciliation.

The school community recognises and celebrates special Feast Days and Special events with Masses and Liturgies eg The Opening School Mass, Ash Wednesday, Catholic Schools Week, Naidoc Week, St Patrick's Day, The Feast of the Sacred Heart of Jesus, Harmony Day, National Sorry Day, The Feast of St Mary MacKillop and the Feast of Blessed Edmund Rice.

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
88	92	10	180

* 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 86.07%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	84.40%
Year 1	83.38%
Year 2	90.43%
Year 3	87.04%
Year 4	85.51%
Year 5	85.07%
Year 6	86.67%

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
13	13	26

* This number includes 9 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	19%
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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	Behaviour with Joan Shanahan
Term 2	Team Teaching
Term 3	Religious Education with Bishop Michael Kennedy
Term 4	First Aid with Geraldine Chapman

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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.	13
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.

The staff have the opportunity to take part in daily Mass if they so wish. Mass is celebrated at the St Mary's Parish Church at 7.30 am each school day. There are a number of retreats offered by the Catholic Schools Office for staff to attend and there is the opportunity each term to join a reflective retreat held after school for those who are interested. During Lent there is a weekly Lenten program for staff if they wish to join a group for prayer and reflection in preparation for Easter.

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	24.90

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.

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards and the NSW syllabi for Primary Education. The Key Learning Area's (KLA's) are English, Mathematics, Science and Technology, Human Society and It's 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 teachers at St Joseph's School have designed proformas that provide for a common systematic planning approach to achieve syllabi outcomes in all KLA's. These proformas have been developed for Scope & Sequences, Overviews, Programs and Assessment Tracking records. All primary schools in the Armidale Diocese use a standard Report Card. The Local Yuwaalaraay Language is taught at St Joseph's and there are units developed for each stage using interactive technology. Aboriginal perspectives are integrated across the curriculum. There are opportunities made available for those students who wish to learn Aboriginal dancing and for the boys who wish to learn how to play the didgeridoo. St Joseph's is well resourced with computing hardware including Smarts Boards which are available in all stage areas. There is access for teachers to use the Video Conferencing facility and the Smart Interactive Televisions. Students in Stages 2 & 3 have their own Chromebooks and iPad's and Laptops are available in all classrooms. The students are able to access a number of programs that are tailored for specific children catering for both gifted students and those children with specific learning difficulties. Our main focus continues in building strong skills for literacy and numeracy. Differentiation of the curriculum is a priority so that all students are being catered for at their ability level. Quality learning strategies have been employed to achieve our learning targets. The students at St Joseph's are given opportunities and encouraged to enter national academic competitions including Mathematics, Science and Computing Studies. Gifted Aboriginal children also have the opportunity to participate in the Wii Gaay Camp which identifies individual students with hidden talents and caters for their individual learning styles. A large group of our students participate in the Mind Challenge Workshops held in Regional Centres. St Joseph's Primary School uses a variety of assessment strategies at key points in the learning framework.

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	21.00%	48.20%	24.00%	11.00%
	Writing	21.00%	46.80%	14.00%	7.40%
	Spelling	17.00%	41.10%	28.00%	14.50%
	Grammar	14.00%	51.80%	34.00%	10.70%
	Numeracy	28.00%	33.60%	41.00%	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%	42.00%	18.20%
	Writing	8.00%	19.10%	40.00%	17.50%
	Spelling	24.00%	32.60%	40.00%	15.30%
	Grammar	20.00%	36.20%	36.00%	16.20%
	Numeracy	16.00%	27.50%	40.00%	15.80%

Student Welfare Policy

At Saint Joseph's we run the Bounce Back Program to build resilience in students. The Peer Support Program is directed by the trained Peer Support teachers and implemented by the Stage 3 trained tutors. The program is organised in vertical class groups from Kindergarten to stage 3. The local School Liaison Officer from the Police Department in our town visits all classrooms and discusses with the children various aspects of bullying and harassment, the importance of being honest and safety issues related to our community. We have continued with the School Chaplaincy Program which is an initiative of the Commonwealth Government. The Chaplain supports the pastoral needs of the staff, students and parents. The school Chaplain shares in the life of the school in the joys and sorrows of its members. The Chaplain is available to help those who suffer or need support in times of crises.

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.

Saint Joseph's Primary School bases its Discipline Policy on the Bishop's Commission Policies for Pastoral Care in the Catholic Systemic Schools of the Armidale Diocese. Included is the policy of suspension, expulsion or exclusion of students in catholic schools and the management of drug related issues. These policies are based on procedural fairness and are discussed with students on a regular basis.

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

At Saint Joseph's we promote Gospel Values to act justly, love tenderly and to walk humbly with our God. Throughout the year a number of services promoting the importance of community involvement were attended by the school staff and students. Students take pride in being involved in community events such as World Day of Prayer, ANZAC Day Services, Remembrance Day Services, NAIDOC Week and cultural dancing and speaking in language and welcoming visitors to country. The Yuwaalaraay Language Program helps promote respect and pride for the Aboriginal culture. The program is embraced by all staff and students and has pride of place in our curriculum.

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 key improvements this year have continued to focus on maximising individual learning outcomes by having a specific focus on the gifted student in each class group and providing extension work suitable to each stage area.

We have promoted our collaborative Learning Community by establishing weekly stage meetings attended by the executive staff to monitor progress. The teachers were given the opportunity to visit schools outside our area that are following a similar pedagogy to us. When the teachers returned they had discussions on observations and findings from the school visits. The staff continued their learnings by following relevant research and sharing their findings by forming small discussion groups.

The staff examined all data available from testing, observation and assessment to inform their teaching activities and continue contributing to our learning community.

The Minilit program was continued in stage 1 addressing the Literacy needs of the cohort.

The Maths program was enhanced by the contribution of Anita Chin who did demonstration lessons in each stage and the staff worked on her On-Line Mathematics course.

Priority Key Improvements for 2016

In 2016 we will continue to build on our team teaching pedagogy and focus on our classroom management. Teachers will be encouraged to do peer observations. The staff will be in-serviced in the use of the Google Docs suite.

The focus on improved outcomes for Literacy and Numeracy will be a major part of our school improvement plan with the continued Interventions being offered. The Minilit and Multilit programs will be supported by trained tutors employed each day to work with students in small groups. The teachers will focus on the strategies used in Minilit and Multilit to enhance their

classroom teaching.

The parent body will be encouraged to be a part of our Learning Community by being invited to a school Think Tank where we will be discussing the School Improvement plan using the nine domains in the School Improvement Tool developed by ACER

There will be Stage meetings with parents explaining the Flexible Learning Spaces and giving parents the opportunity to join workshops on the use of the Chromebooks and how this is addressed in our Contemporary learning environment.

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 excellent feedback with the exception of Improvement Processes and Teaching and Learning, which received good feedback. This data is reviewed and then used to establish new goals for the coming year.

The parents are given many opportunities to contribute their ideas to the organisation and the structure of our school Learning Community.

- The Annual Parent Survey is distributed to all families.
- The Parent and Friends Association is available for all to join.
- The parents have a voice through the chair of the School Board.
- The Think Tank for parents has been established.

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.

The students at Saint Joseph's School make a wonderful contribution with their ideas coming through the Year 6 Leadership program.

- The School Leaders are responsible for vertical class groups and they meet with their teams each term on a regular basis.
- The students provide feedback through the Annual School Survey.

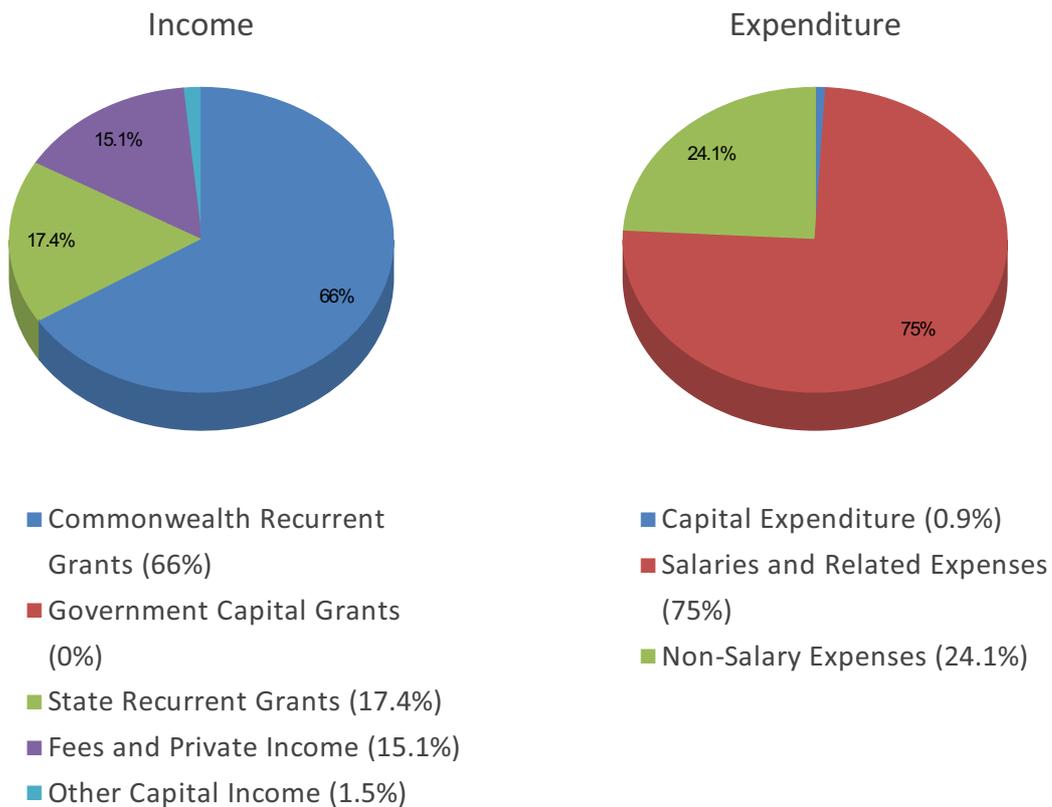
Teacher Satisfaction

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. All areas received excellent feedback.

Teachers complete the Annual School Survey. The results are discussed as a team and the findings are used for school improvement.

- Teachers contribute to the Think Tank.
- Teachers fill in a proforma each term about any aspects of school life they wish to be addressed.
- The Principal is always available for appointments on any aspect of school life that teachers wish to discuss individually or with their stage teams or as a staff group.

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	\$1,740,106
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$457,802
Fees and Private Income ⁴	\$397,708
Other Capital Income ⁵	\$40,660
Total Income	\$2,669,131

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$21,129
Salaries and Related Expenses ⁷	\$1,756,760
Non-Salary Expenses ⁸	\$564,895
Total Expenditure	\$2,342,784

For the 2015 year the St Joseph's Primary received \$32,855 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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> .