

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

2014



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Principal

Mrs Jillian Rainger

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

2014 has been a positive year at St Joseph's Primary School Warialda. As the Acting Principal I have found the St Joseph's community welcoming and life-giving. The students, through their teachers, families and the parish community have had a year of calmness, stability and growth.

Physically, this year has been a year of renewal and consolidation. After a number of years of refurbishment 2014 saw energies given to tidying and organising the great resources in our school. Educationally the year saw the school move from two individual classrooms to the more progressive team teaching approach. This move created a strong bond amongst the students and saw the development of strong daily and weekly routines that brought stability to the school.

Our strongest focus this year was rebuilding the community spirit at St Joseph's. We held many successful events for our families and the wider community. These events culminated into our very successful Presentation Evening which demonstrated the strong community of St Joseph's was back

Parent Body Message

St Joseph's School Board and Parents and Friends met monthly throughout the year and contributed positively to the running of the school. The School Board took a large role in the maintenance of the building and grounds. They co-ordinated the three working bees held and carried out the work required in the 5 Year Maintenance Plan. The School Board also provided advice and support to the Principal. The P and F held a number of smaller fundraising events in 2014 which contributed substantially to the excursion costs and also to the purchasing of new equipment needed. The P and F assisted at a number of school events with catering and manpower. The dedication and hard work of these two groups has made our school a better place.

Along with these two formal groups, our parents have all played a considerable roll in our school this year. We have had fantastic support from all our families at special events such as Grandparents day, Book Week, Mother's Day Liturgy and Father's Day Breakfast. The families make St Joseph's a wonderful place.

Student Body Message

Our School Captain did an outstanding Speech at Presentation Night. Part of it is included here:

One of the best things about St Joseph's is that it has such a friendly environment, there's no bullying, all the students across all the grades play together and it's been great to get to know all the students and watch them change and grow. All our teachers often refer to us as being like one big family – we look out for each other.

Even though the school has changed in numbers during my time here, the values and the great teaching has always remained the same. My favourite experience during my time at St Joseph's was probably the opportunity to travel to Canberra for our excursion last month. It was great because we got to go away for a week and see all the places that we don't get to see out here, but that we'd all seen on tv, especially on the news. It just goes to show that even though we're from a small school and a small country town, we haven't missed out on anything.

SECTION TWO: SCHOOL FEATURES

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

St Joseph's Primary is a Catholic systemic co-educational school located in Warialda. The school began in 1904 under the leadership of the Sisters of St Joseph. The school was opened to allow families in this area to educate their children in the faith and to receive good quality education in the spirit of Mary MacKillop. The school continues this tradition today through the work of dedicated teaching and support staff. The support of parents in this endeavour cannot be underestimated and together we work to bring the future alive today. In 2014 the CAP funding was used to provide help to improve the outcomes for students in remote areas of the state allowing students at St Joseph's to be involved in a variety of opportunities and activities.

St Joseph's Primary School is located in the township of Warialda. Warialda is a small town with a population of approximately 1200 people located midway between Moree and Inverell. St Joseph's is part of the St Patrick's Parish.

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 2014:

Girls	Boys	LBOTE*	Total Students
13	9	0	22

* 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 2014 was 94.81%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	100.00%
Year 1	93.74%
Year 2	94.23%
Year 3	95.60%
Year 4	93.68%
Year 5	98.53%
Year 6	87.91%

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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- 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 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
4	3	7

* This number includes 1 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	School Policy and Operational Guidelines review; Disabilities Standards Online Professional Development
Term 2	Staff Spirituality Day
Term 3	New Curriculum Scope and Sequence Planning Day
Term 4	Anita Chin On line Mathematics Course

Staff also had the opportunities to attend CSO professional development through Project Teacher Days, Student Support Days, Principal's meetings and conferences and REC meetings and conferences. Staff also were trained in Minilit.

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.	3
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

School 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.

Liturgical Life

Students attended Weekday Mass each Wednesday. There were also other special liturgical celebrations for Ash Wednesday, Holy Week, St Joseph's Day, St Mary of the Cross Day, Mother's Day, Opening Mass, Year 6 Graduation Mass and Holy Days of Obligation. It was a special year sacramentally with two students being baptised, four students making their first Reconciliation and three students making their First Eucharist. Prayer is a part of daily school life, with formal and informal prayer times taking place within the classroom and at staff and family events. Each day begins with prayer and throughout the day, class and individual prayers are recited. Our student leaders lead us in our school prayer at our Monday morning assembly.

Staff and Student Faith Formation

Our Staff gathered for a Spirituality/Reflection Day run by the CSO Faith Formation Team in Term 1. The Principal and REC also were able to attend the CSO retreat day for their specific role. Students were provided with a variety of prayer services and experiences including meditation for faith formation. Special liturgies were held throughout the year for NAIDOC week, St Joseph's Day, St Mary of the Cross, Grandparents day, Mother's and Father's Day and Easter.

Social Justice

Students of St Joseph's Primary School held a number of events in 2014 to raise awareness of Social Justice. During Lent our students focused on raising money for Caritas' Project Compassion. Our Mini Vinnies group contributed to the Winter Appeal through a Sock and Soup day and at Christmas through a food hamper drive. The school also raised money for Catholic Missions with a Crazy Hair Day and Pizza for Peace day.

Parish Links

St Joseph's Primary School works closely with St Patrick's Parish community. Children are involved in weekly Mass. Father Bernie is a regular visitor and speaks with the students every Friday. He and another Parish representative are on the School Board. Sister Anita and Sister Yvonne are a major part of our school family. They contribute positively to all school events by the gracious presence.

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.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

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

During 2014 the school aimed to utilise the great technology facilities it has to create more online learning activities. The schools weebly account was used to encourage online learning in a number of Key Learning Areas. The school also focused on the Creative Arts strands of Visual Arts and Drama to provide students with opportunities to express themselves. Students were supported in Literacy with the running of the Minilit program. This assisted seven students over the course of the year.

The CAP program allowed for opportunities outside our school to develop and extend the curriculum. The students travelled to Holy Trinity School in Inverell for sporting and social opportunities and to Gravesend Public School to do the same. Students also participated in the Inverell Eisteddfod and the Diocesan Brain Olympia competition. Year 1 to Year 3 students travelled to Dubbo Zoo for an overnight excursion and Years 4, 5 and 6 travelled to Canberra for a week long excursion.

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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	0.00%	46.20%	50.00%	13.10%
	Writing	0.00%	39.10%	100.00%	11.20%
	Spelling	0.00%	43.70%	50.00%	14.80%
	Grammar	50.00%	49.90%	50.00%	11.90%
	Numeracy	0.00%	36.20%	50.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33.00%	34.50%	67.00%	16.30%
	Writing	0.00%	15.50%	33.00%	21.40%
	Spelling	33.00%	33.60%	67.00%	16.40%
	Grammar	33.00%	36.60%	33.00%	16.10%
	Numeracy	33.00%	25.90%	67.00%	18.10%

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.
- Supports the physical, social, academic, spiritual and emotional development of students
- Provided 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.

Being part of a caring Catholic community instils our students with a sense of identity, a feeling of belonging and above all a powerful sense of self-worth. Our students are very inclusive, ensuring the dignity and respect of all. The full text of the school and Diocesan policies are available from the School Office. No changes to this 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 Primary School bases its Discipline Policy on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools of The Armidale Diocese, Policy on Suspension, Expulsion or Exclusion of Students in Catholic Schools in the Diocese of Armidale.

At Joseph's Primary School, each person's self-worth, dignity and potential will be of fundamental importance. The school has created structures that offer support to all members of the community in their varying needs. The spirit of the school is reflected in the relationships of trust, cooperation, forgiveness and partnerships between all members of the school and parish community.

It is therefore vital that the students' self-discipline and acceptance of responsibility are fostered. This is done through the implementation of the discipline policy, incorporating rights, responsibilities, whole school agreements, sanctions and positive reinforcements which ensure that good order is established and maintained in the school community.

The school's Discipline Policy was not changed in 2014.

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

During 2014 St Joseph's Primary School promoted respect and responsibility through a number of events. These included special events such as ANZAC day, Remembrance Day, NAIDOC week and places of interest such as the Australian War Memorial, Parliament House and the High Court of Australia on the Canberra Excursion. Weekly practices of flag raising and singing the Australian National Anthem also promoted respect. Students were rostered on weekly jobs to help around the school which promotes responsibility.

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 document *Diocesan Intents and Directions 2012-2014*. 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 2014

- Developing school/community partnerships
- Collaborative planning /team teaching
- School promotion within the community especially the Warialda Pre-School
- Organising of school resources
- Linking with other schools for social and sporting opportunities

Priority Key Improvements for 2015

- Create a culture of sustainability.
- To increase student voice
- Develop a student tracking system that enables teachers to use data to inform the learning process
- To develop a personalised learning framework

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

Parents were offered the opportunity to provide comprehensive feedback across five areas and they rated each area out of 5.

- Leadership 4.64
- Resources 4.49
- Teaching and Learning 4.41
- Improvement Processes 4.39
- Catholic ethos 4.37

The overall satisfaction score of 89.2%

Student Satisfaction

Students in Year 3-6 were offered the opportunity to provide feedback across five areas and they rated each area out of 5.

- General 4.84
- Improvement Processes 4.81
- Leadership 4.78
- Teaching and Learning 4.60
- Catholic Ethos 4.47

The overall satisfaction score of 74.64%

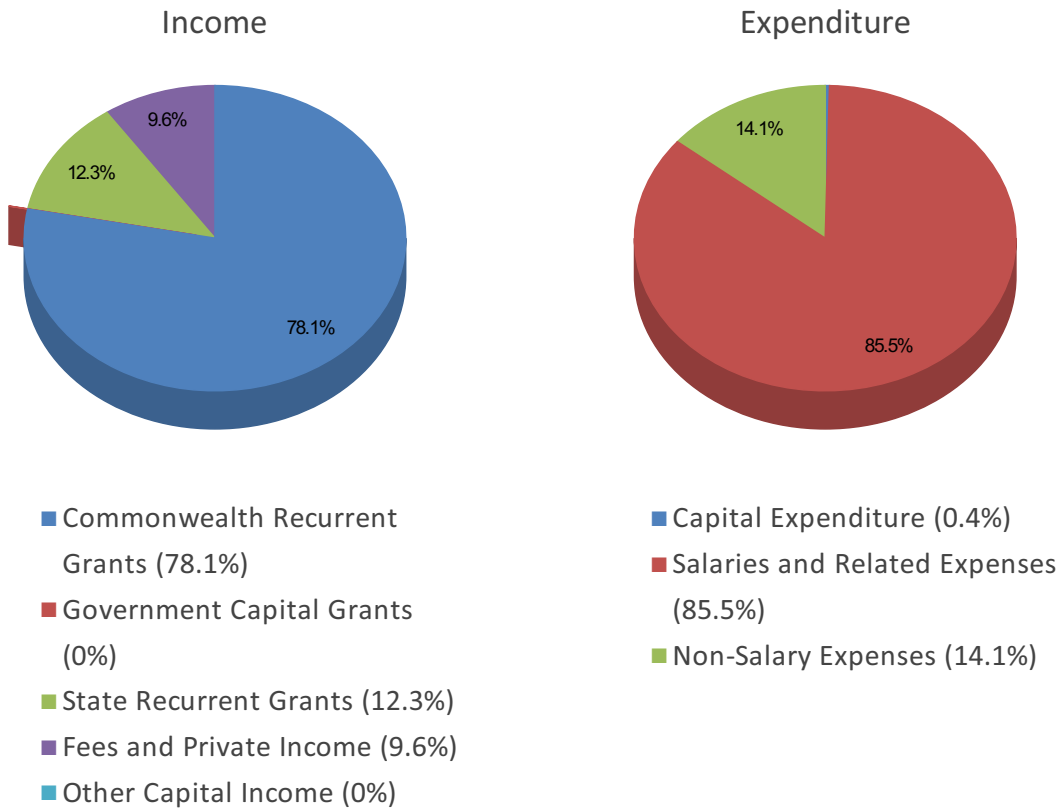
Teacher Satisfaction

The staff rated were offered the opportunity to provide feedback across six areas and they rated each area out of 5.

- Improvement Processes 5
- Leadership 5
- Resources 5
- General 5
- Catholic Ethos 4.94
- Staff Engagement 4.94

The overall satisfaction score of 99.6%

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 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$369,970
Government Capital Grants ²	\$97
State Recurrent Grants ³	\$58,423
Fees and Private Income ⁴	\$45,493
Other Capital Income ⁵	\$0
Total Income	\$472,287

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,730
Salaries and Related Expenses ⁷	\$414,072
Non-Salary Expenses ⁸	\$68,304
Total Expenditure	\$484,106

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

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support

required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").