

# Annual School Report 2018 School Year

St Joseph's Primary School, Mungindi



72-74 Bucknell Street  
Mungindi NSW 2406

Phone 02 6753 2327  
[stjosephsmungindi.catholic.edu.au](mailto:stjosephsmungindi.catholic.edu.au)

Principal  
Deborah Harrison

## About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the 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 to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6753 2327 or by visiting the website at [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au).



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

At St. Joseph's we have a great leadership team who thrives on change, diversity and progress. By using current theory and evidence to improve professional practice, the focus has continued to be on student growth and improvement. The opportunities being afforded to our students is of the highest quality and meets the diverse range of learning needs.

St. Joseph's Annual Improvement Plan focus which I believe has been the catalyst to our success are:

- \*embedding Catholic principles and values

- \*The development of collaborative teaching and learning practice;

- \*The development of agreed literacy and numeracy practice

- \*Staff really knowing the students and their needs; using evidence based data

- \*Student ownership of learning; \*Working in partnership with parents. Thank you to Fr. Abmar and Sr. Jan who provide the spiritual leadership and guidance to our school and parish. Thank you to Mr. Anthony Barlow and members of the SAC, Mrs. Julie Scriven and members of the Parents and friends for your support and commitment and giving of your time and talents to our students and school. It is greatly appreciated.

Deborah Harrison  
Principal

### **1.2 A Parent Message**

The school continues to make progress in their academic endeavours. The focus on tracking every student's progress is continuing to show great results. The tailored approach to education is something the school has worked very hard on and the continuing improvement is very satisfying. The school has again some exciting results from the NAPLAN testing. This is certainly something the school can be very proud of and should be promoted far and wide. The P and F under Julie Scriven's leadership needs to be recognised for the enormous contribution they make to the school. The input of the P and F plays a vital role and this brings the whole parent body closer together with a feeling of involvement. This year the board was replaced by a School Advisory Council, operating under a new constitution. I would like to acknowledge the contribution of Joan Brownlie to the school and all board members for their efforts this year with their donation of time. It is a great way to be involved in the direction of the school and to have a better understanding of how the school functions.

Mr Anthony Barlow  
Chairperson  
School Advisory Council



## 2.0 This Catholic School

### 2.1 The School Community

St Joseph's Primary School is located in Mungindi and is part of the St Joseph's Parish which serves the communities of Mungindi, from which the School families are drawn.

Last year the school celebrated 94 years of Catholic education.

The parish priest Fr Abmar Dumayag is involved in the life of the school.

### 2.2 Catholic Life and Religious Education

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 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. During 2016 St Joseph's continued to focus on Catholic Identity and to provide opportunities for students, staff, parents and members of the community to celebrate. Fr. Abmar Dumayag and Fr. Kingsley provided guidance and made themselves readily available to help the school have a full and meaningful Liturgical life. Sr Jan Baker was very supportive in the planning and celebration of a variety of the church's special occasions.

The sacramental program was well supported and delivered throughout the year and there continued to be a strong emphasis on the prayer life of the school. All staff were encouraged to attend weekly Liturgies and Mass. The staff also attended twilight prayer led by the CSO Spirituality team and participated in the Core Catholic Principles and Values focusing the Common Good.

The principal had a dual role also having the position of REC this year and participated in Diocesan meetings. Students in Years 6 in Catholic schools in the Diocese of Armidale participated in the Diocesan Religious Education (RE) Test that occurs 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.

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Our School's average result (as a mark out of 50)	
Year 6	36



## 2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	3	3	2	1	1	5	5	20	21
Female	4	2	3	2	5	1	0	17	17

## 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	95.0%	88.0%	94.0%	86.0%	92.0%	89.0%	92.0%	90.9%

### 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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	5
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	4
6.	Number of staff identifying as Indigenous employed at the school.	0
7.	Total number of non-teaching staff employed at the school.	2

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

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

The Student Representative Council (SRC) is a student body elected from students themselves. Through the SRC, students can present their needs to teachers and administration. It is also a beneficial training ground where these leaders of tomorrow can work together to accomplish goals. Students are also encouraged to take responsibility by fulfilling certain tasks throughout the year.

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



## **2.7 Parent, Student and Teacher Satisfaction**

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 positive feedback.

### **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.

### **Staff Satisfaction**

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

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides an educational program based on, and taught in accordance with the NESA 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 Primary School is committed to providing a quality education that meets the needs of all students.

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 (History), Geography, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The school uses the NSW Board of Studies Syllabus documents as the basis of our programs. In all the Key Learning Areas teachers have planned their teaching in Scope and Sequence documents, Programs of Teaching and Assessment Tasks. Parents are reported to with two written reports each year and through interviews. The individual needs of each student is a key focus and teachers adapt programs, teaching strategies, and resources to match these needs. The school has a strong focus on Literacy and Numeracy. All Yr 3 and Yr 5 students take part in the NAPLAN testing program. Students from Year 3-6 participate in The ACER Progressive Achievement Tests in Reading Fourth Edition (PAT Reading).



A test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. Students participate in the ACER Progressive Achievement Tests in Mathematics (PATMaths). This test is an Australian test designed to provide objective, norm-referenced information to teachers about the level of achievement attained by their students in the skills and understanding of mathematics. The school has a strong technology base with good quality hardware, a wireless array throughout the school, a variety of devices and a commitment to teacher education on the use and integration of technology.

St Joseph's has under the NSW Literacy and Numeracy Action Plan (LNAP), received an proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy. This is to improve student learning in Literacy and Numeracy with the Project Teacher setting explicit goals.

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

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 3 students presented for the tests while in Year 5 there were 6 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.





Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	33.3	23.9	0.0	22.5	33.3	13.8	0.0	5.9	33.3	2.0	0.0
Writing	15.2	0.0	30.0	66.7	29.5	33.3	15.6	0.0	5.4	0.0	2.9	0.0
Spelling	27.2	0.0	23.6	0.0	21.9	33.3	14.8	66.7	7.6	0.0	3.2	0.0
Grammar and Punctuation	32.1	66.7	24.4	0.0	18.2	0.0	13.2	0.0	7.4	33.3	3.0	0.0
Numeracy	18.4	33.3	23.7	0.0	26.6	33.3	18.8	33.3	8.6	0.0	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.7	16.7	22.4	50.0	26.6	0.0	20.0	16.7	9.5	16.7	3.3	0.0
Writing	4.0	0.0	12.3	0.0	30.4	0.0	30.3	66.7	14.5	33.3	7.3	0.0
Spelling	15.2	16.7	23.4	16.7	28.2	33.3	19.2	33.3	8.8	0.0	3.6	0.0
Grammar and Punctuation	15.7	0.0	22.3	33.3	28.1	0.0	18.5	16.7	9.3	33.3	0.0	0.0
Numeracy	11.6	0.0	19.2	50.0	29.0	33.3	25.0	16.7	11.1	0.0	2.6	0.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



### 3.3 Teacher 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 the areas of focus as follows:

<b>Term 1</b>	Viable and Guaranteed Curriculum held in Moree at St. Philomena's School. This Professional Development day was facilitated by Tracy Butters Hughes and Kerrie Priddis. Sandie Walker facilitated a session with Mungindi as a small school.
<b>Term 2</b>	Agreed Literacy Practices held in Mungindi with Mr. Jamie McDowall. All staff agreed to the gradual release of responsibility model and spent time setting the scene with a focus on Learning intentions and success criteria, followed by modelled, shared and independent learning process. Spelling and
<b>Term 3</b>	Core Catholic Principle's and Values held in Moree at St. Philomena's Lee Herden and Jacqueline Cronin. This was a professional development day focused on the Common Good. Staff and ancillary staff participated in the day where guest speakers ran workshops for staff.
<b>Term 4</b>	Building Teacher Capacity: Staff from St. Joseph's Mungindi visited Wee Waa and Walgett schools. This was a day for re affirming staff that the agreed literacy block was being followed from the pilot school Wee Waa. teachers were able to observe classroom practice, speak with teachers and discuss an



## **4.0 School Policies**

### **4.1 Enrolment Policy**

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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 *School's website* [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au) and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all we do at St Joseph's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au) or at the administration office.*

### **4.3 Student 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 'Student Discipline Policy' this year.*

*The full text of the School's 'Student Discipline Policy' may be accessed on the School's website [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au) or at the administration office.*

### **4.4 Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention 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 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au), the administration office or on the CSO website.*



#### **4.5 Complaints Handling Policy and Guide**

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy 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 policies.

*No changes were made to the policy this year.*

*The full text of the policy may be accessed on the School's website [stjosephsmungindi.catholic.edu.au](http://stjosephsmungindi.catholic.edu.au) or the administration office.*

#### **5.0 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 2018**

For 2018 a whole school initiative in writing and mathematics to improve student performance at a school, state and national level. Staff professional development and building teacher capacity is a priority to ensure the implementation of whole school initiatives to achieve student improvement and growth. The continuation to develop the K-2 best practice and improve student learning through additional staffing and the leadership and support from the Leadership team in Literacy and Numeracy.

##### **Priority Key Improvements for 2019**

2019 brings a system initiative with the introduction of VCOP and the Big Write. As a school a focus will be on to improve student results in building vocabulary, grammar (connectives) opening sentences and punctuation to incorporate into the various writing genres.

We will continue to embed the core catholic principles and values into all key learning areas and to re-evaluate our agreed literacy and numeracy practice following the professional development from Dr. Lyn Sharratt parameters.

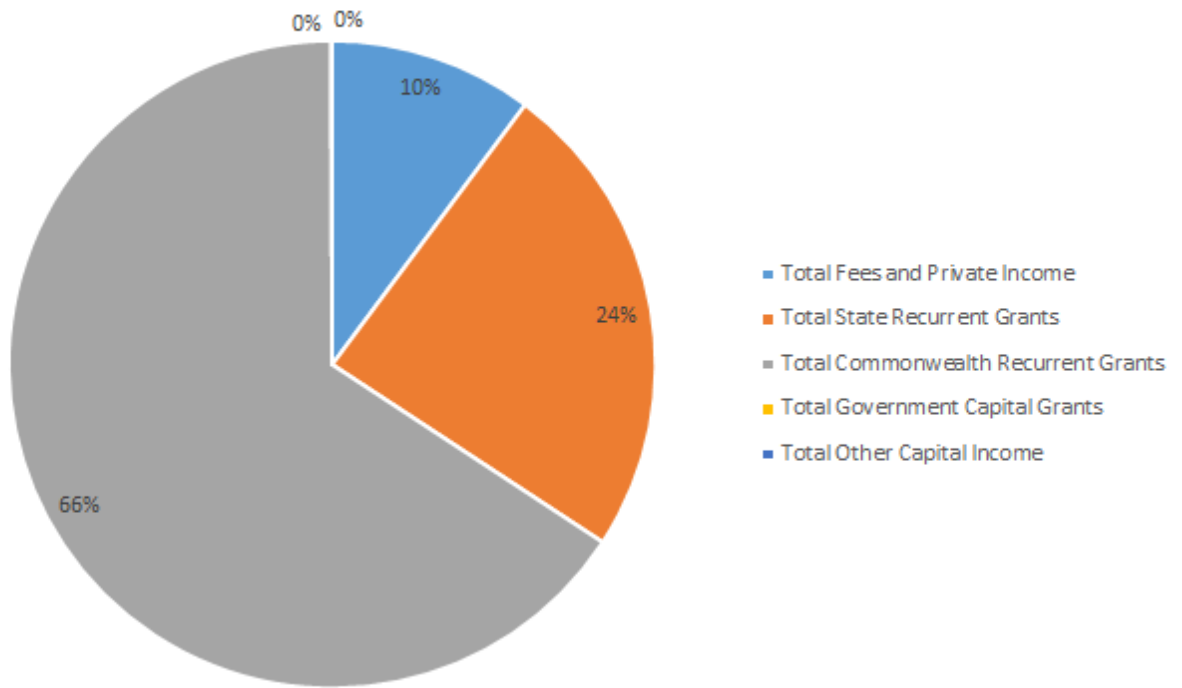
#### **6.0 Financial Information**

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



### 2018 Income - St Joseph's Primary School, Mungindi



### 2018 Expenditure - St Joseph's Primary School, Mungindi

