

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

2017



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Principal

Mr Darryl Martin

ABOUT THIS REPORT

St Joseph's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is 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 **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

At St Joseph's we never waiver from our core business to improve learning and faith outcomes; understanding resilience and wellbeing are essential for both academic and social development. We model God's love for each and every one of us, by being a renewing community, where all members are valued, affirmed and empowered; where our commitment to Gospel Values is expressed in every facet of our school's life.

We have high expectations that students and staff can continue to improve given the right support and resourcing. Staff work collaboratively to examine what children have achieved and use the data to develop learning opportunities that are engaging and personalised so to continue individual growth in learning.

We understand the relationship between school and home can impact greatly on student's learning. We continue to improve and develop effective ways of working in partnership with parents to establish clear, open and honest communication.

Our contemporary learning approach is grounded in solid research and aims to empower each student with the knowledge, skills and capacities to respond creatively to the challenges of the world and the workforce students will be entering.

Parent Body Message

Our School Board meets on the second Wednesday of each month with the Annual General Meeting taking place in early February. The Board consists of the Chairperson, Parish Priest, Principal, Assistant Principal, P&F Representative and parents. The Board is responsible for reviewing the budget set by the Principal each year, overseeing changes in policies and continuing maintenance of the school.

The St Joseph's PT&F meets on the first Wednesday of each month. The PT&F is made up of enthusiastic parents and friends who organise fundraising activities and social activities that build our school community. It was pleasing to see an increase number of parents regularly helping in the classrooms and volunteering at sporting and cultural events in 2017. The parental involvement in all aspects of our school has a positive impact on the education of the students.

Student Body Message

What a fun packed year it has been. We have learnt so much, with a big focus on a growth mind

set. There were so many highlights this year, in and out of the classroom. Anzac Day, Swimming Carnivals, Athletic Carnivals, Lake Keepit Excursion, Book Fairs, Discos, Crazy Sock and Hat Week and Years 5/6 Side Show Alley...just to name a few. A weekly highlight is attending mass as a whole school community. Father always gives us something to think about for the week ahead in his homily. 2017 has been an enjoyable, jam packed year.

2017 Captains and Prefects

SECTION TWO: SCHOOL FEATURES

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

Catholic Education began in Quirindi in January 1885 with the arrival from Lochinvar of three Federation sisters of the order of St Joseph's to establish a school. Quirindi was then in the Gunnedah Parish in the Diocese of Maitland. In 1887 following the reorganisation of Diocesan boundaries, Quirindi was incorporated into the Armidale Diocese and the Sisters from Lochinvar withdrew and returned to Maitland. In 1888, following a request to Mother Mary MacKillop from Bishop Torreggiani, a community of four sisters of St Joseph of the Sacred Heart was established in Quirindi to conduct a school with an enrolment of 67 children. Blessed Mary MacKillop was present at the opening and blessing of the new convent in 1895. In more recent times, St Joseph's School has enjoyed an extensive refurbishment and capital works program, revitalising our facilities and enhancing the student's learning environment. Our new library was completed in 2010, in time for our celebrations commemorating 125 years of Catholic Education in Quirindi. Quality education has led to a recent surge in enrolments, from 39 students (2011) to 92 students (November 2017).

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 2017:

Girls	Boys	LBOTE*	Total Students
42	50	2	92

* 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 2017 was 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.00%
Year 1	91.00%
Year 2	90.00%
Year 3	90.00%
Year 4	92.00%
Year 5	93.00%
Year 6	91.00%

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;
- 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 non-attendance 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	5	12

* This number includes 4 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	18%
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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	27th January - Building and working in a Catholic Professional Learning Community. 28th Feb - School Leadership Team visited other schools to look at different models of collaborative contemporary learning. 14th & 15th May - Collaborative Learning Initiative Dr Lyn Sharratt
Term 2	24th April - Putting Faces on the Data - 14 Parameters to increase all students' achievement. 23rd June Catholic Core Principles and Values
Term 3	7th & 8th August - Putting Faces on the Data - 14 Parameters to increase all students' achievement. 21st August 7 Steps to Writing
Term 4	18th Oct - Aboriginal Professional Learning Plans. 25th & 1st Oct - Analyzing Data/Student and teacher co-developing Learning intentions and Success Criteria. 15th & 22nd Nov - Review of Annual Improvement Plan and drafting of 2018 plan

As a Catholic Professional Learning Community we have high expectations that students and staff can continue to improve given the right support and resourcing. With a culture focused on learning, all staff are encouraged and supported to continue to undertake professional learning. With the implementation of quality assessment and timely and effective feedback

procedures, staff work collaboratively to gain more than 12 months growth in 12 months for all students.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESAs:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
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 liturgical life of the school is healthy and active, with children having numerous opportunities to celebrate the Eucharist as a whole school each Friday. St Joseph's School is for many students and families the main link they have with the Catholic Church. Our School Leadership Team is blessed to have a Religious Education Coordinator who leads and strives to ensure that the students, staff and families have regular exposure to prayer, liturgy, the Mass and the Sacraments.

St Joseph's celebrated the commencement of the 2017 school year with an Opening School Mass. Additional Masses and liturgical celebrations were enhanced throughout the year by utilising the talents of the staff and students. Parents are always invited to join us.

The 2017 school year has seen three very successful Sacramental Programs. Children have received the Sacraments of Penance, First Holy Communion and Confirmation. Thank you to the teachers, Parish catechists and parents for preparing and supporting the children through this very special time. Thank you also to our wonderful Parish Priest, for his support and encouragement in making these programs such a great success.

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	20.60

SECTION SIX: 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.

A Leader of Pedagogy was engaged to help drive learning in the school and implement specific programmes and teaching strategies outlined in our school's Annual Improvement Plan. Our school leadership team which is made up of the Leader of Pedagogy, Religious Education Coordinator and the Principal, set school standards and monitor quality teaching, learning and assessment.

All staff are focussed on learning; with the aim always being to gain a deeper understanding of how children's learning is progressing. Teachers worked collaboratively throughout the year to assess, plan and reflect on the teaching and learning. The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University.

Learning Walks and Talks along with five key questions were introduced in Semester 2 across the school to gain a deeper understanding of how children's learning is progressing and for children to reflect on their learning

Five Key Questions

- What are you learning?
- How are you doing?
- How do you know?
- How can you improve?
- Where do you go for help?

Under the NSW Literacy and Numeracy Action Plan (LNAP), St Joseph's received a 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	47.00%	51.60%	18.00%	10.00%
	Writing	51.00%	44.60%	13.00%	7.50%
	Spelling	40.00%	45.60%	18.00%	13.10%
	Grammar	50.00%	55.50%	12.00%	10.50%
	Numeracy	41.00%	39.80%	18.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39.00%	37.00%	6.00%	14.60%
	Writing	17.00%	15.80%	6.00%	19.40%
	Spelling	17.00%	34.30%	6.00%	14.10%
	Grammar	34.00%	35.40%	12.00%	17.50%
	Numeracy	28.00%	27.90%	0.00%	14.60%

Student Welfare Policy

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

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

Various pastoral care initiatives were put in place in 2017 to further build positive relationships within the school community and to enhance staff and student learning and wellbeing.

No changes were made to the School's Pastoral Care Policy in 2017.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

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

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

No changes were made to the School's Student Discipline Policy in 2017.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Bullying Prevention and Intervention 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 Bullying Prevention and Intervention 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 St Joseph's we continue to foster a culture of high expectations and accountability, to consolidate a Catholic Professional Learning Community which is focused on personalising and responding to the learning needs, interests and experiences of each student; understanding successful education is more than just delivering a curriculum, it is about human connection...based on respect, trust and responsibility.

Some important relationship initiatives in 2017 included: a Peer Buddy system with our Year 6 students acting as a buddies for our Kindergarten students; a proactive SRC; Flexible Learning Spaces; and a Wellness Garden created through a school working bee. In addition, the school hosted Open Classroom Days and many articles on the importance of building healthy relationships between school and home were published in the school newsletter.

Throughout 2017 the school played an active role in the Quirindi community by supporting services such as St Vincent de Paul and attending the ANZAC Day service. The Quirindi Show is a

highlight of the local community and the school made a substantial contribution to the exhibitions and the events.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2017

Each year, our School develops an Annual Improvement Plan (AIP) indicating the intended key improvements for the school. Aligned with the CSO Improvement Plan, our AIP in 2017 focused on four main areas: 'Faith Formation', 'Improved Student Learning in Writing', 'Collaboration' and 'Building Staff Capacity'. Throughout the year, staff engage in an evidence-based evaluation of the effectiveness of our strategic intents.

Key Improvements achieved in 2017

- Introduction of Dr Lyn Sharratt's 14 Parameters for school improvement
- Teaching and learning programs that are data driven and constructed collaboratively
- Implementation of a school specific shared google programming template
- Professional Learning Team meetings conducted fortnightly
- School Leadership Team and Professional Learning Teams (PLTs) established.
- Whole School Timetable focus
- New collaborative learning spaces being utilised across the school.
- Flexible Learning spaces that are authentic, contemporary and personalised for all children
- Educational Assistants provide in class support for all SWD students
- Collaborative approach to collecting and analysing writing data (moderation of writing)
- Introduction to Learning Walks and Talks

Priority Key Improvements for 2018

Faith Development

- Professional learning for staff on Core Catholic Principles and Values (CCPV)
- Provide professional development to staff on using the Emmaus Process for programming.
- Improve learning outcomes in Religious Education
- Increase participation in faith formation for staff, students and families

Learning

- Develop a whole school approach to effective feedback practice.
- Develop new assessment and reporting practices
- Implement strategies and practices to improve wellbeing and resilience for students and staff
- Continue to develop a Catholic Professional Learning Community culture
- Implement strategies to increase parental involvement
- Implement the ATSI Action Plan

Collaboration

- Continue to develop a Catholic Professional Learning Community culture
- Develop a whole school approach to timetabling for learning and meetings
- Implement a plan to increase the number of Catholic students enrolled
- Implement strategies to increase parental involvement

Building Staff Capacity

- Develop a Common Language... Common Approach Document - Active Role Statements
- Implement a new school administration setup.
- Develop professional learning practices on the AITSL standard.

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

In 2017 the school participated in online surveys for the sixth time. 66% of our families completed the survey. The collective feedback from the parents of St Joseph's school was overwhelmingly supportive of our school. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School to further develop and improve our school.

Student Satisfaction

In 2017, 85% of students from grades 4 to 6 participated in an online survey. The students view the school in a positive manner. Students however would like to see improvement in the school grounds and facilities.

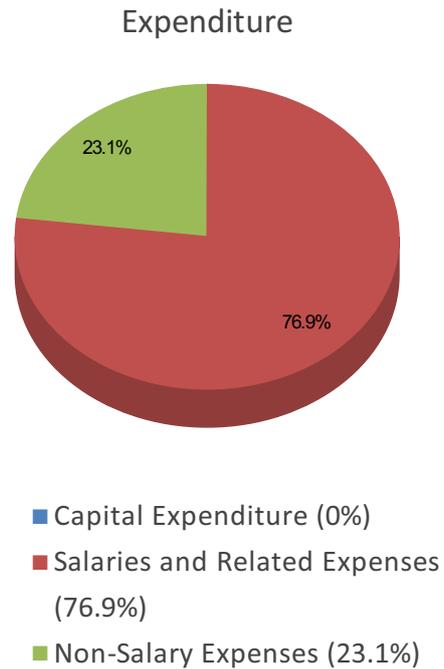
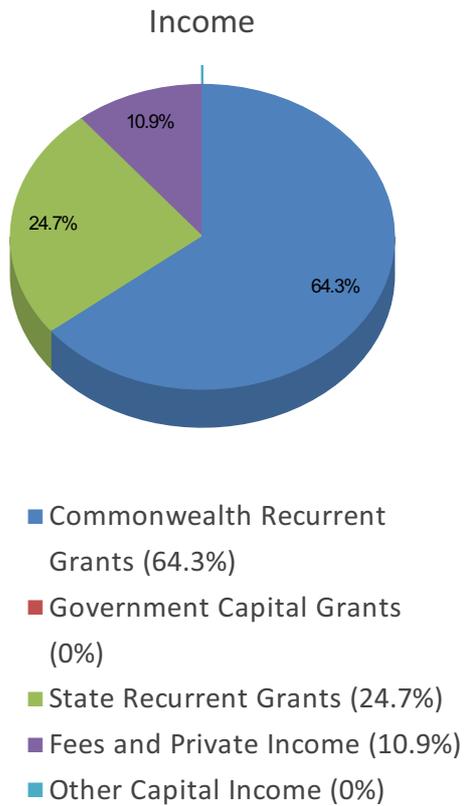
Throughout the year students were also given a variety of opportunities to comment on the school through our Student Representative Council.

Teacher Satisfaction

Staff are provided with a number of different avenues to provide feedback, such as online surveys, staff meetings Professional Learning Meetings and Professional Learning Teams. In the online survey, 83% of staff completed the survey. Staff are exceedingly supportive towards our school and display a positive view of our school.

From the survey's and staff feedback, it is recognised staff would like to see St Joseph's look at continuing to foster healthy relationships and develop new and improved means of communication.

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$940,316
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$361,725
Fees and Private Income ⁴	\$159,072
Other Capital Income ⁵	\$533
Total Income	\$1,461,646

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$570
Salaries and Related Expenses ⁷	\$1,057,209
Non-Salary Expenses ⁸	\$317,483
Total Expenditure	\$1,375,262

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 Diocesan 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.