

St Josephs Primary School Blayney
Annual School Report to the Community
2014



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Principal

Mr Gerard Davies

Principal's Message

St Joseph School is a K – 6 Co- Educational Catholic School within The Diocese of Bathurst. The school is currently registered with the NSW Board of Studies as part of the Bathurst Diocesan System of schools.

This educational and financial report is in addition to the regular, detailed weekly newsletter and communication networks that exist within the school.

St Joseph's Catholic Primary School affords each and every student the opportunity to embrace a Catholic education. The foundation for all activities and experiences at St Joseph's Catholic School is the commitment to both right teaching and right practice. The right teaching is the "Good News" of Jesus. The right practice is sanctified in community and in service.

Community is at the heart of Catholic education in Blayney as reflected in parent attendance at masses, liturgies, special assemblies, canteen, P&F, sport carnivals, Grandparent's Day, cultural activities and as classroom helpers.

Students from a wide range of abilities, interests, backgrounds and faiths are given the opportunity to experience success and friendship in their lives at St Joseph's School.

Parish Priest's Message

St Joseph's Primary School, Blayney, has been an integral part of the mission of St James' parish Blayney, since St Mary MacKillop's Sisters of St Joseph founded it in 1880. There continues to be a healthy and life-giving link between the parish, the school and the parent body.

St Joseph's School has representation on the Parish Council, and the Parish-School link continues to grow stronger, with the School Community participating in a number of Parish Celebrations and Feast Days, as well as the start of year Investiture Mass, all held in the Parish Church. Parishioners have also been involved in a number of School celebrations, The School Newsletter is made available in the Church each week for interested parishioners.

I have also had involvement in various school activities, such as the Yr 6 Christian Living Camp, the Staff Retreat Day.

Our mutual partnership is bearing fruit in the deepening Catholic identity and values of St Joseph's School.

Fr Tim Cahill

Parent Body Message

St Joseph's P & F have had a very successful year in 2014. The year started off with a parent / family "Meet & Greet" in February. This was a fun Friday evening BBQ at the school. This is a great opportunity for the parents to meet with the teachers in a relaxed setting & is a great social get together.

We continue to hold the Mother's & Father's Day stalls for the students during the year. These are a good will, non-profit event but the students get lots of enjoyment choosing the presents themselves. The Master chef competition was held again this year. Thank you to all the families that donated items to the Easter Raffle.

Towards the end of the year, a monster raffle was held to raise money to purchase air conditioners for the Infants classrooms and the Year 6 Classroom. Approximately \$2,000 was raised.

None of these events would be possible without the help of all the staff, students and families of our school and we say THANK YOU. Thank you also to the P & F committee members for 2014, Amanda Townsend & Tracy Cheney, for all their hard work and enthusiasm. It is a pleasure to be involved in such a great school with fantastic staff and students.

Mel Flynn

President

Student Body Message

It has been a busy year at St Joseph's. During 2014, the Year 6 leaders have acted as role models for the other students and have been given special responsibilities. These responsibilities include being Buddies for Kinder students and peer support leaders for our anti – bullying program. Our primary life in 2013 has been a successful adventure. Highlights for the Year included our excursions to Ridgecrest for Confirmation preparation and our Myuna Bay excursion. St Joseph's has provided Year 6 with a strong education foundation and a bright future. Our years at St Joseph's have been well spent. The school has assisted our families in bringing us from being immature children to young adults.

This alone reflects the commitment of our teachers and the special nature of our school.

We would like to wish our classmates success and happiness for the future. I would like to thank-you all for being great friends and making our time at St Joseph's so special. I am sure we will never forget the memories we have from our time at St Joseph's.

School Captains:2014

SECTION TWO: SCHOOL FEATURES

St Josephs Primary School is a Catholic systemic Co-Educational School located in Blayney.

School Profile

With JESUS as our model, we strive to educate the children, acknowledging their uniqueness and challenging them to reach their full potential.

We do this in partnership with the parents and wider community.

We are committed to: LOVE CARE RESPECT and JUSTICE for each member of the School Community.

St Joseph's Primary School is part of the Parish of St James' Blayney.

St Joseph's Primary School is located on Adelaide Street, which is on the Bathurst side of Blayney. We are a co-educational, single-stream school for students from Kindergarten to Year 6.

At St Joseph's we are committed to developing a Catholic School in which with Jesus Christ as our model, we strive to educate the children acknowledging their uniqueness and challenging them to reach their full potential.

We believe that students learn best when the curriculum is challenging and relevant and teaching practices support the individual learning needs.

We place importance and value on the partnership between parish, school and home. We believe that this partnership will help the children to develop and grow so that they value and respect the importance of community.

St Joseph's is well serviced in terms of buildings and resources. It consists of seven general classrooms, a well resourced Library and Multi-purpose Learning area. Smart boards in all classrooms, rooms for Performing Arts, Special Education a spacious School Administration area, two school halls and numerous gardens.

Our staff is made up of the principal, assistant Principal/Religious Education Co-ordinator, seven classroom teachers K-6, Special Needs, Performing Arts and Librarian. We also have a School Parents and Friends Association and a Student Representative Council. Our Senior Student Leadership Team comprises of School Captains, Sport Captains and class captains from Year 3 to Year 5 and Peer Support leaders.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
56	62	7	118

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 93.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.13%
Year 1	95.79%
Year 2	94.04%
Year 3	93.33%
Year 4	93.40%
Year 5	94.40%
Year 6	86.07%

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 Executive Director of Catholic Schools or designated Catholic Education Office Bathurst 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
11	5	16

* This number includes 7 full-time teachers and 4 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 Education Office Sydney. 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	Special Education Training
Term 2	Reading to Learn
Term 3	Professional Learning Communities
Term 4	Mary MacKillop: Religious Education Retreat

The Staff Professional Development Policy is a strategy aimed at providing a framework of planned supportive and development mechanisms that endeavour to enhance the quality of education at St. Joseph's Catholic School, Blayney. Professional Developmental is part of the life of every teacher. This Programme seeks to recognise the potential of teachers and support their development. The programme also seeks to maximise the communal strengths of the whole staff providing avenues of leadership.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three 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.	11
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

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

CATHOLIC IDENTITY

St Joseph's Blayney has a rich tradition of prayer and liturgy. In 2014, we have continued to strengthen Catholic identity. St Joseph's Catholic identity provides opportunities to promote respect and responsibility, which permeates all aspects of school life.

St Joseph's School has a clear identity as a Catholic school within the local parish and the wider Blayney Community. This identity is supported by the school's desire to be an integral part of the parish and as such it takes regular opportunities to reinforce this partnership and place importance upon significant events including:

- The work of Mini Vinnies operating within the school and wider community
- The attendance of classes at parish masses.
- The school newsletter being on display in the church foyer
- The celebration of St Joseph 's the Patron of our School, Mary Mackillop's Feast Day and the celebration of St Patrick's Day the patron of the Diocese.

The school articulates its mission from the school motto "To Strive For Better Things" and identifies itself as a caring, Catholic community within which individuals are encouraged and given the opportunity to achieve to their full potential.

Catholic imagery is embedded in school life with religious icons in places of significance in the school entrance and classrooms. Care is taken to ensure the traditions of the Sisters of St Joseph are evident in the school.

Religious Education Program

Kinder to Year 6 students undertake all of the core units in *The new R.E Curriculum based upon "The Emmaus Story"* Religious Education lessons are taught every day. Preparation for aspects of Year group and whole school liturgies occur in Religious Education classes e.g. Prayers for the Assembly, offertory elements and artwork.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst 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	34.80

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES 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 Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

SCHOOL CURRICULUM

At St Joseph's, we engage in a curriculum integral to extending the Reign of God. Through our stewardship, we equip the learner to address social justice, environmental and moral issues.

St Joseph's operates as a single stream school: Early Stage One to Stage Three.

PRIMARY

Key Learning areas: Subjects are now grouped into what is known as Key Learning areas.

The Key Learning Areas in Primary are: -

- Religious Education
- English
- Mathematics
- Science and Technology
- Human Society and its Environment
- Creative And Practical Arts
- Personal Development. Health and Physical Education

ENGLISH - Students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students gain a sound grasp of language structures, punctuation, spelling and grammar and learn to think in ways that are imaginative, creative and critical.

MATHEMATICS - Students develop thinking, understanding, competence and confidence with numbers, shapes and measurement. They learn to add, subtract, multiply, divide and measurement. They learn geometry, algebra and how to work with data and graphs. Students use mathematical knowledge to problem solve.

SCIENCE AND TECHNOLOGY - Allows students to pose questions, test ideas, develop and evaluate arguments.

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) - Allow students to explore people and events from the past.

CREATIVE AND PRACTICAL ARTS, Music, Drama and Dance

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION also includes sport.

EXCURSIONS

The Excursion Policy within the School is an important avenue for the expansion of the students' cultural and educational horizons. A School Excursion Overview has been arranged for all classes.

Active Afternoon Communities

The Active After-school Communities program is a national initiative that provides primary school-aged children with access to free sport and other structured physical activity programs in the after-school time slot of 3:30pm to 4:30pm.

The program aims to engage traditionally inactive children in sport and other structured physical activities, and through a positive and fun experience, develop a love of sport that inspires them to join a local sporting club.

All activities are based on a 'game sense' approach, called 'playing for life'. The aim is to create a fun and inclusive environment by running physically active games that are modified to challenge and engage children of all abilities and backgrounds.

Peer Support

St Joseph's has been involved in the Peer Support Program since 2010 covering the themes of "Resilience," Making Friends and Keeping Friends" and "Thinking positively." In 2014 the school theme involved an Anti- Bullying program.

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	Grammar and Punctuation	64.00%	50.00%	0.00%	12.00%
	Reading	67.00%	46.00%	10.00%	13.00%
	Writing	41.00%	39.00%	0.00%	11.00%
	Spelling	64.00%	44.00%	5.00%	15.00%
	Numeracy	62.00%	36.00%	10.00%	14.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25.00%	37.00%	0.00%	16.00%
	Reading	25.00%	34.00%	5.00%	16.00%
	Writing	20.00%	16.00%	10.00%	21.00%
	Spelling	45.00%	33.00%	5.00%	16.00%
	Numeracy	37.00%	26.00%	11.00%	18.00%

Student Welfare Policy

Student Welfare Policy

At St Joseph's we are committed to the fostering of self-discipline and the development of the whole person for all our students. This commitment is firmly grounded in the principles of justice, self-discipline and reconciliation and it acknowledges that any consequence, which lowers the dignity of the person, is totally inappropriate.

School rules are not impositions placed on students by teachers, but rather guidelines to promote the Christian development of the whole school community. Similarly, punishment must not be viewed as the consequence of failure by students, but rather as a process challenging them towards transformation and personal growth.

No changes were made to the policy this year

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

Discipline Policy

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

Discipline Policy

Our school policy intends to develop a whole school discipline style based on respect and dignity. We hope to develop a school environment that encourages children to:

1. *Develop positive self-esteem*
2. *Respect the rights and dignity of others*
3. *Build workable relationships*
4. *Own their behaviour*
5. *Accept the consequences of behavioural choices.*

"The Catholic school must first be a genuine educational institution which encourages excellence, the pursuit of learning and the care of the individual student."

St Joseph's Behaviour Management Policy outlines and explains the paths of discipline procedure in an attempt to provide clarity for students, parents and teachers. It also outlines the levels of consequences in responding to breaches of rules, as well as the ways in which the school encourages and reinforces positive behaviour and a sense of achievement in its students.

Affirmation and acknowledgement of positive characteristics displayed by students are essential elements of school discipline. By developing a sense of worth, students become more tolerant of others and confident that they have something to contribute to society.

No changes were made to the policy this year

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

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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 Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the 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 Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Programs assisting the promotion of respect and responsibility in 2014

Include:

- Peer support programs
- Student Leadership training
- Charity Fund raising

- School community events e.g. Mothers' Day stall, Fathers' Day 'Big Breakfast' and activities
 - Visiting Uralba and Lee Hostel nursing home.

 - Mini Vinnie's

 - Grandparents' Day

 - School masses and liturgies

 - Peer Support

 - The gospel values are a focus for our school old are actively promoted at class and school level.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

Key Improvements Achieved in 2014

Introduction to the staff of Professional learning Communities to and the development of a focus on the three Big ideas, 1. learning, 2. Collaboration and 3. Data driven results analysis for results.

St Joseph's became part of the PLC Network program and received in-school support from Diocesan PLC partner Hawker Brownlow

Staff and student formation through retreats and religious education activities

The development of IEP online processes for students with special needs

The analysis of NAPLAN results and developed a plan to improve results.

Data driven analysis across the school through DIBELS

Resourcing for reading mastery extended to Year 4

QUICKSMART further developed through the employment of a specialist teacher

Priority Key Improvements for 2015

Using Professional Learning Communities to improve mathematics results. Also establish and develop Professional Learning Teams to identify essential learnings and specifically focus on mathematics results.

To graduate from the PLC network program into the PLC Academy program and further develop the PLC culture of learning for all in the school.

To use 2014 NAPLAN results to develop strategies to improve reading, comprehension and writing for all students but with a particular focus on Years 2 and 6.

Improved student welfare support through the development of a counselling role in partnership with the Catholic Education office.

Increase student liturgies that are directed at student need. Involvement in Sunday masses by students to enhance parish school interaction.

Staff development on classroom management skills with input from the CEO that was directed particularly at young teachers

Response to Intervention and Assessment for Learning training for staff to develop and support the PLC culture.

Create a Data Wall in the Resource Room using DIBELS Oral Reading Fluency Scores from k-6

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 strong in their view that school grounds and other facilities were safe and well maintained. The P and F were actively involved in school fundraising activities and were supportive of school initiatives. P& F meetings were well attended and provided a voice for the parents in the school. There has been a positive tone and feedback about the school at these meetings.

Enrolment increases and feedback from parents at individual meetings and information meetings as well as on enrolment indicate a high degree of satisfaction with the school within the community.

Student Satisfaction

Students expressed a high level of satisfaction towards the school. At school and inter School sports carnivals a wonderful expression of school spirit was evident. Students also represented the school very positively at other events throughout 2014. At the end of the year, graduating Year 6 students and their parents expressed strong support and appreciation for their time at St Joseph's Catholic School.

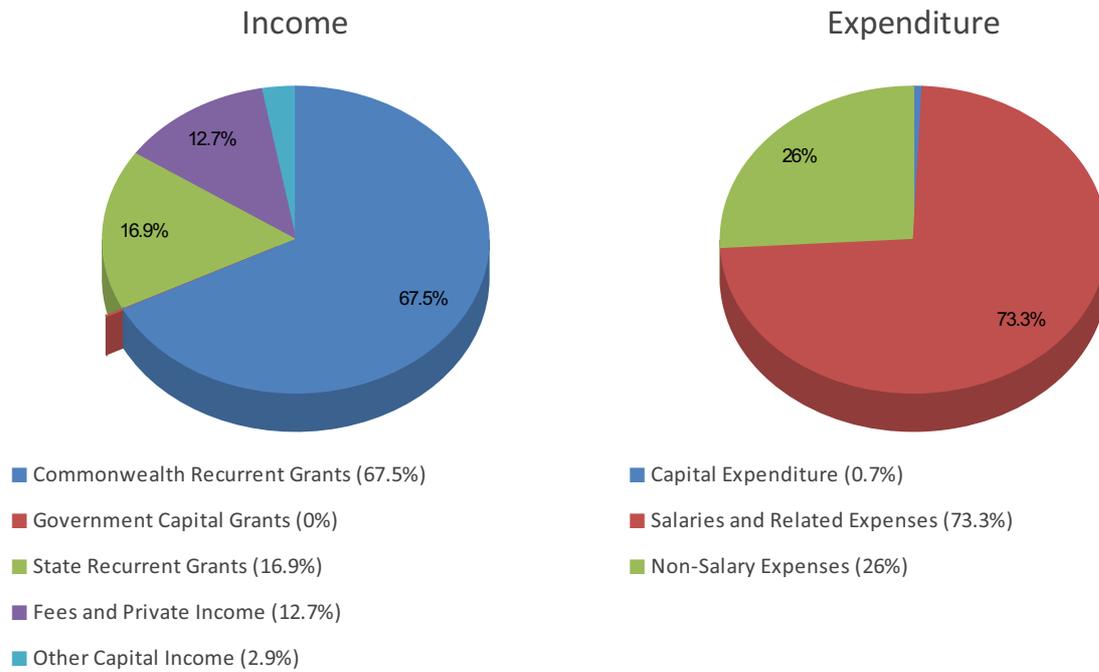
Increased enrolments and early interest in enrolment indicate a strong appreciation in the community by students of the culture of the school.

The SRC and peer support groups provide an opportunity for student voice in the culture of the school. Feedback from these groups has been positive in 2014.

Teacher Satisfaction

Through 2014 teachers and non teaching staff worked with great energy and enthusiasm for the good of the school. Teachers worked enthusiastically at meetings, professional learning days and staff meetings. Teachers attended many extra curricular events to show their support and satisfaction towards the 2014 school. Throughout the year the school received a significant amount of positive feedback from parents about the quality of our teachers and staff.

Feedback from teacher supervision processes, at regular staff meetings and anecdotally indicated a high level of satisfaction with the culture and management of St Joseph's School.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.