

2016 Annual School Report to the Community

St Josephs Primary School Blayney

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Principal Mrs Robyn Wallace (Acting Principal)



Principal's Message

St Joseph's is a Catholic co-educational school (K-6) that provides a quality and Christ-centred education for students. A dedicated and professional staff team carry on the spirit and traditions of our founders, The Sisters of Saint Joseph. St Joseph's continues to respond to, and to serve, the needs of parents who seek a Catholic education for their children. We aim to create an atmosphere in which both children and staff can grow and develop as a Catholic Community. The School aims to extend this to a sense of belonging within the wider-community of home, school and parish. We aim to provide a leaning environment, which is stimulating, positive and purposeful that caters for the spiritual, academic, emotional physical and social needs of the students entrusted in our care. We strive to develop, enhance and nurture each student's talents and skills. At St Joseph's we have embraced the surge in multi-media applications including updating ICT equipment. St Joseph's strives to integrate faith and life within the daily activities of the School. This is achieved through the adherence to Gospel values, so that a warm, welcoming and supportive environment is created.

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 Year 6 Christian Living Camp, and 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

2016 has been an exciting year for the Parents and Friends at St Joseph's.

This year, along with the canteen, the P & F have been busy with the clothing pool, Mother's and Father's day stalls, Easter raffle, Grandparents day, Master chef, bulb fundraiser, pie drive, and Winter wonderland popcorn stall.

We also saw the launch of the St Joseph's Primary school cook book which is filled with recipes from families of the school and art work from the students. All this fundraising allows us to buy equipment that our children are able to benefit from and this year has been no exception. We have purchased a class set of Chrome books, a new BBQ, canteen fridges and ovens, electrical work for the canteen, and contributed to the room refurbishments happening now. A lovely quote I found is "Volunteers are not paid – not because they are worthless, but because they are priceless".

Student Body Message

During 2016, 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. Highlights for 2016 included our excursions to Ridge Crest for Confirmation preparation and our Myuna Bay excursion. St Joseph's has provided Year 6 with a strong education foundation for a bright future. Our years at St Joseph's have been well spent. The school has assisted our families in bringing us from immature children to young adults. The teachers all work hard at making our school such a special place.. We would like to wish our classmates success and happiness for the future and thank everyone at St Joseph's.

School Captains 2016

SECTION TWO: SCHOOL FEATURES

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

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. We have 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 Teacher, Performing Arts Teacher 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 2016:

Girls	Boys	LBOTE*	Total Students
56	69	5	125

* 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 2016 was 91.95%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.55%
Year 1	90.05%
Year 2	93.08%
Year 3	93.68%
Year 4	90.37%
Year 5	94.56%
Year 6	91.36%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Schools (or designated CEDB 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	4	13

* This number includes 9 full-time teachers and 0 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	Review of planning and processes related to Annual Improvement Plan
Term 2	Aligning Australian Teacher Standards and MCCL
Term 3	Staff Retreat - Ecology and Spirituality
Term 4	Vision and Mission statements revised

- Two twilight staff meetings were held in lieu of a Term 4 Staff Development Day. The topics of these meetings were: Diocesan Model of Christ Centred Learning
- Assessment for Learning
- Staff continued to build their understanding of, and participation in, the diocesan Professional Learning Community (PLC) program. Time was scheduled weekly for staff to meet in stage teams to analyse data, plan for student learning and evaluate programs. A key outcome of PLC in 2016 was the development of essential learnings in Mathematics. Three staff members also completed the PLC Academy training.

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.	9
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.

St Joseph's Catholic Primary School is a part of the St James Parish of Blayney. Our mission is to develop the faith of our students according to Gospel values. Religious Education forms an integral part of the total curriculum of our school.

The students attend and are involved in regular whole school Masses, Liturgies and prayer services throughout the liturgical and school year. There are also opportunities for class Masses and liturgies. The students attend Parish Masses on a rostered and regular basis.

At the beginning of 2016 Sacramental programs became parish based, parish coordinated, family focused and school supported. Each year the sacraments of Penance, Eucharist and Confirmation are celebrated in the Parish.

- Year 2 Sacrament of Penance
- Year 3 Sacrament of the Eucharist
- Year 6 Sacrament of Confirmation

A Parish based program caters to the needs of all participants. Students from all schools receive the same preparation for each sacrament. Catechists, parishioners and teachers from St James's Parish and St Joseph's School teach the lessons in the parish meeting room after Mass on weekends.

This approach acknowledges the important role of parents and families in the whole preparation process. Parents are the first educators of children in the faith and traditions of the Catholic Church, and the Parish and School don't replace the parental role. It is the family situations, the daily living, that confirms and actions what is taught during the sacramental program. So it is vital, for the continual spiritual growth of the child, that the family involve themselves in the sacramental life of Parish.

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 R.E. Curriculum based upon "The Emmaus Story". Religious Education lessons are taught every day.

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	33.88

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.

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, History, Geography, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing a contemporary pedagogy. This pedagogy underpins learning across the school from Kindergarten to Year 6. As such our teaching programs are designed to teach the capabilities of innovation, problem solving, designing, creating, communicating and collaborating, and to support personalised learning. Teachers have high expectations and work collaboratively in Professional Learning Teams (PLTs) to identify effective teaching and learning and to promote continuous improvement in student outcomes.

Greater collaboration in planning and further cooperation and dialogue through programs such as Peer 2 Peer, have enhanced the professional learning environment and have directly impacted on classroom practice.

St Joseph's Primary School provides many opportunities for students to find their preferred physical activity. Our school has annual carnivals for swimming, athletics and cross-country. Participation in these can see students' progress to represent in school, diocesan and state teams. Students receive skills training in cricket, football, netball, basketball and athletics through the Sporting Schools Programme.

Parents receive school reports twice a year, in June and December. These reports summarise student learning, set ongoing goals and provide meaningful feedback to parents. Half-yearly parent/teacher meetings and parent/teacher meetings at other times as requested by either parents or teachers support these.

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 2016 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63.00%	53.00%	0.00%	10.00%
	Reading	63.00%	48.00%	0.00%	11.00%
	Writing	75.00%	49.00%	0.00%	6.00%
	Spelling	75.00%	46.00%	0.00%	12.00%
	Numeracy	50.00%	36.00%	0.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	52.00%	36.00%	13.00%	15.00%
	Reading	27.00%	35.00%	14.00%	16.00%
	Writing	30.00%	17.00%	9.00%	18.00%
	Spelling	39.00%	30.00%	4.00%	17.00%
	Numeracy	32.00%	28.00%	14.00%	17.00%

Student Welfare Policy

St Joseph's School Welfare Policy focuses on respect for both staff and students. We aim to develop in the children a deep respect for one another in the classroom, in the playground, at home, and in the wider community. The school expects strong support from parents in developing common understandings and expectations. The school works with parents to develop a successful and happy young person.

At St Joseph's we are committed to fostering student resilience and self-discipline. We aim to develop persons who are responsible and capable of choosing freely in accordance with their conscience. The policy ensures individual circumstances are accounted for and acknowledged. It aims to help students recognise that their fundamental freedoms and rights are balanced by responsibilities.

We aim to develop in the students a deep respect for one another in the classroom, in the playground, at home, and in the wider community. The school believes support from parents will aid in developing common understandings and expectations.

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

At St Joseph's we believe every action has a rippling effect on ourselves and others. Therefore our Behaviour Management Policy encourages students 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.

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

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

The school models and teaches students about respect and responsibility in a number of ways. During 2016 students were involved in a range of service

learning activities including;

Visits to Uralba and Lee Hostel, the local nursing homes, where they spent time entertaining and speaking with the elderly residents.

Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.

Citizenship awards are presented at our Annual Presentation Evening.

Our annual participation in the Blayney ANZAC March.

NAIDOC Week activities and our International Luncheon where we show our respect for other cultures through drama, dance and sampling food from other cultures.

Modelling respect and responsibility is also directly linked to the school's Behaviour Management Policy

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 2016

In 2016, our key improvements included:

The purchase of 80 Chrome Books and 12 Laptops with the help of the School Parents and Friends Association.

Using Professional Learning Communities to improve mathematics results.

Further develop Professional Learning Teams to identify essential learnings and specifically focus on mathematics results.

Further developing the PLC culture of learning for all in the school.

Using the 2015 NAPLAN results to develop strategies to improve reading, comprehension and writing for all students .

Improved student welfare support through the development of a counsellor in partnership with the Catholic Education Office.

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

Creation of a Data Wall in the Resource Room using DIBELS Oral Reading Fluency Scores from 3-6.

Priority Key Improvements for 2017

As we develop our Professional Learning Community as a staff, we aim to further enhance our student learning through effective and efficient collaboration.

Whole school focus on developing students' writing skills using assessment data, essential learnings, agreed standards and contemporary practices.

Introduction of collaborative / flexible learning environment utilising team teaching models and flexible student groupings.

Collaborative planning time for teachers, allowing for shared programming, common assessment standards, data analysis and relevant program adjustments.

Further enhancing our learnings by ensuring that the Model of Christ Centred Learning underpins all that we do.

Develop teachers understanding of an education program based on and taught in accordance with the outcomes of NESA syllabuses for years K-6.

Undergo School Review in Term Three.

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 are generally appreciative of the opportunities that St Joseph's provide for their children as it is often noted in informal comments relating to the general care and wellbeing of our students and their achievements at the local High School.

Parent and teacher learning conversations allow parents an opportunity to meet formally with the staff of the school to engage in a two-way conversations regarding student learning. The monthly Parents and Friends Meetings enable staff and parents to engage in suitable conversations regarding the general operations and direction of the school.

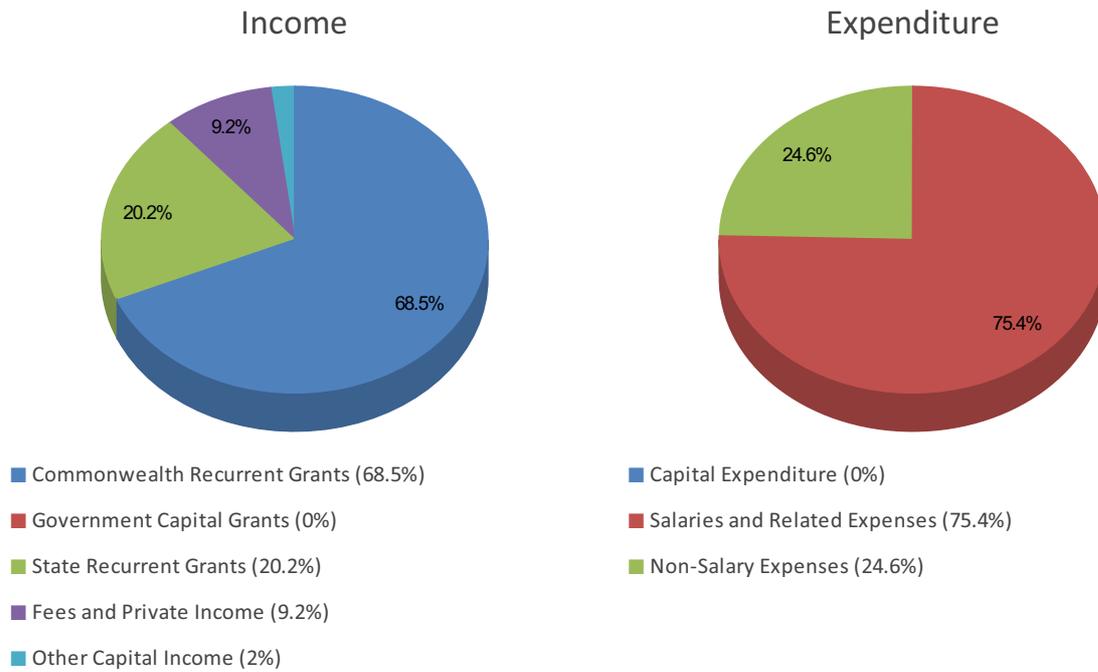
Student Satisfaction

St Joseph's students overwhelmingly expressed a great pride in their school and indicate that their teachers help them to learn to the best of their ability. They feel safe at school and believe that the school offers them opportunities to become involved in a range of sporting and extra-curricular activities.

The students positively contribute to the welcoming atmosphere within the school. Our students are well respected in the wider community and receive positive feedback from visitors to our school, as well as people involved in excursions, sports, cultural activities and camps. The students are complimented on their behaviour and manners.

Teacher Satisfaction

Throughout 2016 staff felt they are supported by their colleagues who are very dedicated to their profession. There is a real sense of belonging and ownership among staff. Staff particularly commented on the whole school approach to teaching and learning through the Professional Learning Teams which provide a supportive atmosphere in which to work. They feel that the school is well resourced, particularly the continued enhancement in ICT resources, and that they have ample opportunity to participate in professional development activities.



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.