

# 2016 Annual School Report to the Community

## St Josephs Primary School Eugowra

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Principal Mrs Catherine Eppelstun



### **Principal's Message**

In 2016 St Joseph's Eugowra had a very successful and rewarding year. In 2016 the school commenced with 34 students from Kindergarten to Year 6. Our Parish Priest Father Laurie Beath, has supported the school throughout the year with the celebration of Mass and Liturgies with the school children. Father Laurie attends assemblies and gatherings which supports our school spiritual development.

The Parents and Friends Association financially and morally support the school by fundraising to purchase needed resources for the school and supplying at social functions.

The Student Representative Council is very active at St Joseph's School. A student representative is elected from Year 1 - Year 5 with all Year 6 automatically on the Council. The SRC hold fundraising activities and purchase resources when needed.

### **Parish Priest's Message**

Our Parish Priest, Father Laurie Beath resides at Cowra Presbytery and travels to Eugowra and Canowindra Parishes to conduct Mass.

### **Parent Body Message**

St Joseph's School has an active Parents & Friends Association (P and F) who support the school by providing funds for additional resources needed at the school, in the classroom and on the playground. During 2016 the P and F have purchased library shelves and classroom books for Book Week and helped maintain the grounds and play equipment. They also helped with the funding of music lessons and the Life Education Van visit. The P and F held their Annual Easter Street Stall which provided over \$1200.00 for the school. They have also catered at functions outside the school community and at the Eugowra Show to raise funds. The P and F was very generous this year in helping fund our school excursions. Socially, the P and F cater for functions held in the school grounds such as opening School Mass and BBQ, Book Week celebrations and End Of Year Assembly and Graduation Mass. Our P and F combine with the local Public School to help run and cater for swimming and athletic carnivals.

### **Student Body Message**

The Student Representative Council at St Joseph's (SRC) is made up of the students from Year 6 and a representative from every class voted by their peers from Year 1 -Year 5. These students meet monthly with the Principal to discuss needs of the students in the school. These meetings are held formally and minutes are recorded. The President and Secretary present students from both Infants and primary, who have been voted by the SRC with the All Rounder Trophy at the End Of Year Prize Giving. The children do their own fundraising within the school such as crazy hair days, movie nights, raffles, and treat days in order to raise money for resources, books and sporting equipment.

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## SECTION TWO: SCHOOL FEATURES

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

St Joseph's Primary School is a Catholic systemic co-educational school located in Eugowra. St Joseph's is a small Diocesan Catholic School in a rural community in the Central west of NSW. St Joseph's was established in 1882 by the Perthville Sisters of St Joseph to provide catholic education for the growing community. The school consists of two composite classes. Monday to Thursday morning the school splits into three classes for small literacy and numeracy focus groups. The three classes have been able to form due to State Action Plan for Numeracy and Literacy money and Low SES National Partnership money. This money has enabled the school to re-employ our third teacher to make small classes so that quality Numeracy and Literacy lessons can be taught. Classes are Kindergarten, Year 1, Year 2 and Year 3, and then Year 4, Year 5 and Year 6. The classes are organised this way due to the numbers in each class. On completing Year 6 the children further their education at local High Schools in Canowindra and Forbes or at Red Bend Catholic College in Forbes.

### 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
17	17	2	34

\* 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 93.02%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	85.20%
Year 1	95.15%
Year 2	95.22%
Year 3	95.19%
Year 4	94.05%
Year 5	93.75%
Year 6	92.60%

### 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
5	3	8

\* This number includes 2 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservices, 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:

<b>Term 1</b>	Model of Christ Centered Learning Meeting
<b>Term 2</b>	Professional Learning Community Day
<b>Term 3</b>	Whole Staff Retreat.
<b>Term 4</b>	Sarah McDonagh Literacy Day

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### 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.	5
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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.

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St Joseph's Catholic School Eugowra is a Catholic School which forms a very important part of the Eugowra Parish. It is a place of quality learning and teaching where young people are supported in developing their awareness and acceptance of their personal strengths in the Catholic tradition. St Joseph's has a rich tradition of prayer and liturgy. Faith formations for students and staff include: School Masses, Retreats, School Prayer, Sacramental preparation, Christian Living Camp, and events that encompass our whole school living our Mission Statement. These include Assembly, singing for Senior Citizens, Mission Appeals, St Joseph's Day and ANZAC Day.

Pastoral care is the responsibility of everyone in the school community. Teachers, parents, support and ancillary staff and especially students are just some of the groups who contribute to Pastoral Care. They are continually encouraged to act in accordance with Christian Values and be sensitive to the dignity of each person. Students in Year 2 are prepared for the Sacraments of Reconciliation, Year 3 for the Eucharist and Confirmation in Year 6 in collaboration with the parents. An Opening School Mass is held at the beginning of each school year where our student leaders are inducted and new Kindergarten children and their families are welcomed. Liturgies are held regularly to celebrate Sacramental Celebration and the Liturgical Year of the Church. The Graduation Mass concludes the year and allows us to celebrate as a School Community. 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.

The Parish Priest Fr Laurie Beath can be contacted at the Cowra Presbytery on 0263 421369.

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Our School's average result (as a mark out of 50)	
Year 6	29.00

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.

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## SECTION SIX: CURRICULUM

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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.

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In-service this year was aimed at teacher learning on the new History and Geography syllabuses. The school is supported by the Catholic Education Office and the Board Of Studies with innovative and proactive approaches to curriculum provision, which responds to the diverse needs of learners. We strive to ensure the programs are effective, efficient and accountable. Learning Support Programs include Multilit, PreLit, Co-curricular programs, e.g. dance/drama, ICT, sport, and music. Community service activities such as Nursing home visits, Senior Citizens Week, ANZAC Day occur regularly.

## 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	17.00%	53.00%	0.00%	10.00%
	Reading	83.00%	48.00%	0.00%	11.00%
	Writing	50.00%	49.00%	17.00%	6.00%
	Spelling	17.00%	46.00%	0.00%	12.00%
	Numeracy	67.00%	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	50.00%	36.00%	0.00%	15.00%
	Reading	50.00%	35.00%	0.00%	16.00%
	Writing	0.00%	17.00%	0.00%	18.00%
	Spelling	0.00%	30.00%	0.00%	17.00%
	Numeracy	25.00%	28.00%	0.00%	17.00%

### Student Welfare Policy

St Joseph's school has developed a comprehensive Pastoral and Student Welfare Policy based on the Gospel values of justice and respect of the individual. Through our Pastoral Care Policy we seek to care for and nurture all members of this Community, we continually strive to promote respect and responsibility in all aspects of school life. The policy focuses upon reinforcing behaviours and encouraging a learning environment which is culturally accepting and academically stimulating. It also encourages other forms of positive reinforcement, which will develop values that the school and parents deem worthy. There were no changes made to the Student Welfare policy during the year.

Through the support of Centacare, St Joseph's school has a counsellor who visits every two weeks to work with the students who have been referred to them by parents and staff.

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

St Joseph's school strives to provide a Catholic educational environment that nurtures, encourages and challenges children to develop their potential as a unique person. In order to do this it is necessary to provide a safe and secure environment for each person, where they can satisfy their needs in a way that respects the rights of others, where they can learn to take responsibility for their actions, and where they can feel a sense of belonging. We believe that Pastoral Care and Discipline are interrelated. Discipline is leading, guiding, encouraging and instructing children within a framework of rights, rules, responsibilities, routines and consequences. The principles of restorative Justice are implemented to help manage student behaviour. These principles include: acknowledging the inevitability of conflict and hurt in relationships, working towards healing and repairing the relationship and learning and growing from this experience. The staff continually monitors this policy throughout the year. The school also has an Anti-Bullying Policy and Procedure to address these incidents when they occur. No changes were made to the Discipline 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 children are continually involved in activities to promote respect and responsibility in the community such as: marching on ANZAC Day, attending public functions on weekends, performing for the elderly during Senior Citizens week, visiting residents of the local Nursing Home, inviting the community to St Joseph's performances and assemblies throughout the year and playing an active role in religious celebrations and Masses throughout the year.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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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**

- Staff Retreat attended with local schools
- Updated Literacy and Numeracy Continuum to plot student progress
- Implement updated Assessment Policy and Plan
- Year of Mercy theme active in all Masses and Liturgies
- MCCL introduced and actively being worked on by staff
- Maintain Literacy and Numeracy Block as KLA designated time
- Differentiated Tier 1 support especially in literacy and numeracy
- Created Scope and Sequence K - 6 for Writing and Comprehension

### **Priority Key Improvements for 2017**

- Encourage greater attendance of our families at Mass Services.
- Attend Religious Retreats throughout the year to continue our Faith Journey and reflect on our beliefs.
- Celebrate events on the Liturgical calendar, Sacraments, Catholic Schools Week and other Religious occasions with our staff, students, families and the wider community.
- Increase our result averages in the Year Six RE Test.
- Continue to implement the new Religious Education Units.
- Attend Christian Living Camp.

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**

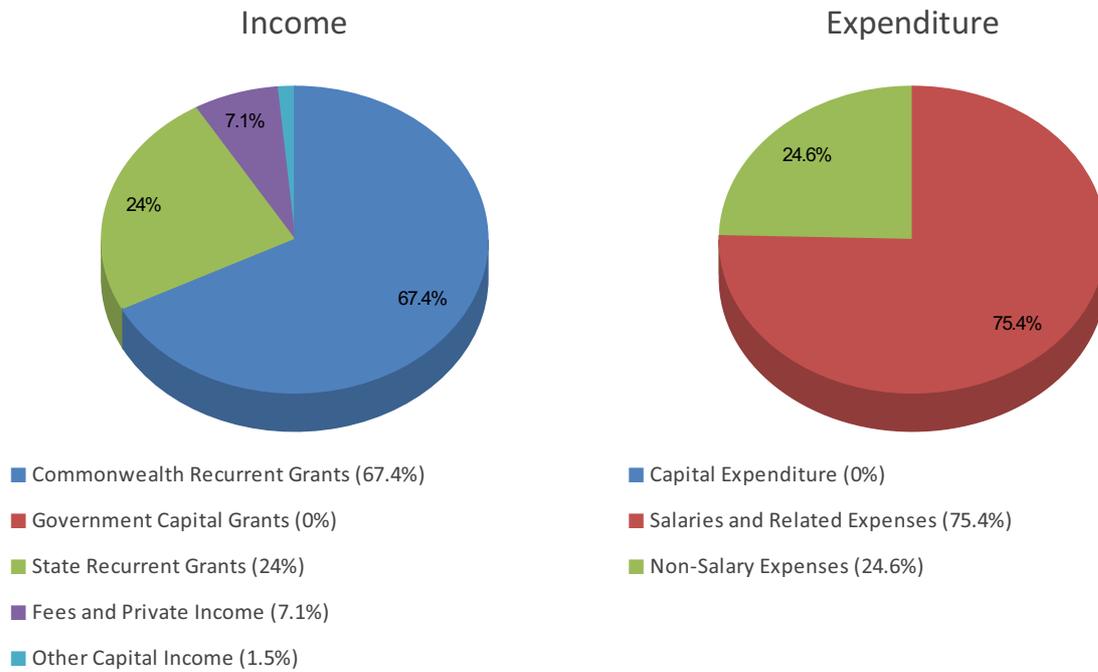
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers. Children, parents and teachers had a very rewarding and satisfying year in 2016. Children's reports reflected an improvement in their education supported by NAPLAN and standardised test results. Parent/teacher interviews enabled the parents to verbally acknowledge their support.

### **Student Satisfaction**

Students are offered the opportunity and encouraged to acknowledge their opinion towards all school related activities and situations. Children are encouraged to be actively involved in decision making processes through the Student Representative Council. Meetings are held every month and concerns or issues can be raised by students at these meetings. School leaders are encouraged to take on their leadership roles with purpose and enthusiasm with guidance given when needed. Individual student problems or concerns are mediated with the principal. A solution will be in the best interests of the school and student involved and agreed to by both parties.

### **Teacher Satisfaction**

All staff at St Joseph's school are treated with respect and are considerate of each other. We acknowledge that each staff member has their own individual personalities, traits and abilities and work well together as a team for the benefit of the students and school as a whole. Teacher's team moral was at an all time high with support for each other throughout the year. We are respectful of Indigenous staff and acknowledge their heritage and traditions in our community.



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.