

2016 Annual School Report to the Community

St Josephs Primary School Molong

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Principal Mr Matthew French



Principal's Message

It is with great pleasure that I present the 2016 Annual School Report, which provides members of our school and the wider community with an overview of the year's range of developments and achievements. During 2016, and as a result of our Strategic Improvement Plan, we have moved forward in a number of areas. Learning and Teaching has been a focus with the continuation of the implementation the NSW Syllabus for the Australian Curriculum. The State Action Plan initiative has continued with support for early years Literacy and Numeracy.

Initiatives implemented this year with success were Reading Mastery and the development of St Joseph's as a 'Professional Learning Community'. The direct instruction Reading Mastery program has resulted in increased student achievement and the program will continue next year along with Spelling Mastery, which was implemented in 2015. During 2016 St Joseph's became a 'Sporting School'. This association has allowed the children access to a variety of sports and enabled the school to upgrade sporting equipment.

I take this opportunity to thank the students, staff and parents for their hard work and their commitment to the school.

Parish Priest's Message

The schools of Saint Joseph, at Molong and Manildra, are a very important part of the parish of Molong, Manildra and Cumnock; they are points where so much of the parish life converges and from which much good flows into parish life. We pay a ready compliment to the Principals, teachers and staff who give of themselves so willingly in the service of the children and their parents. We are thankful that they provide so many services dedicated to the whole development of the persons within their care.

We are especially mindful of the role the schools play in the preparation of the students for the reception of the various sacraments, by the careful presentation of the lessons in that regard, by the practices in the Church and the preparations for the day itself. This is expressed both through their care with regard to the liturgy and also for the usual hospitality event which closes the occasion.

Finally it is our prayer that the schools may look forward to continued support as they encourage and manifest their commitment to the values of Catholic education.

Fr Garry McKeown

Parent Body Message

2016 was a productive one for the Parents and Friends Association, in fulfilling our aim of working with Mr French and the school staff to provide a parent perspective on school related matters.

The P and F played an active role in improving facilities and resources for students. In particular, with community support we raised over \$10,000 which was put towards purchasing rugby/soccer combination goal posts for the oval, additional fruit trees for the kitchen garden, the 'schoolstream' app which assists parents in receiving real time information, additional outdoor picnic tables and bench seating, 12 Bee-Bot Robots, 10 Edison Robots and 3 robotics kits, 6 mBots, laptops and notice boards. We also contributed funds throughout the year for incursions and transport associated with excursions.

Student Body Message

2016 was a great year at St Joseph's. Throughout the year there were many celebrations, exciting events and opportunities to enjoy challenging, fun experiences.

Year 6 attended the GRIP Student Leadership where we listened to motivational speakers and were involved in leadership workshops. Yr 6 attended the Christian Living Camp where Chris Doyle facilitated our retreat sessions with song, dance and drama.

We marched in the Molong ANZAC Day celebrations. A wreath was laid and Katie presented a speech. Our school captains attended the Remembrance day service and laid poppies at the Cenotaph.

We are proud of Ronan and Mia, who came first and third respectively in the Yr 5 Bathurst Diocese Christmas Art Storytelling Competition, Katie, who represented the Diocese in Soccer, Swimming and Athletics and Olivia, who was age champion at the Southern Region Swimming Carnival and a Diocesan representative.

The highlight of the year was the Orange Eisteddfod, where St Joseph's was awarded first place.

Thank you to the teachers and staff at St Joseph's for a great year and so many wonderful experiences.

SECTION TWO: SCHOOL FEATURES

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

St. Joseph's School caters for students from Kindergarten to Year 6 in the rural town of Molong in the Catholic Parish of Molong, Manildra and Cumnock and is part of the Diocese of Bathurst.

St. Joseph's was established in 1881 with the arrival of the Sisters of St Joseph, a congregation founded by Blessed Mary MacKillop and Fr.Tenison Woods to provide education, particularly education in faith, for children in remote areas of the Australian colonies.

Our Mission is to continue the work of the Sisters of St. Joseph by providing quality Catholic education and a caring Christian community where each child can develop as a unique person. Our Vision is that with Christ as our role model, all children can and will achieve.

St. Joseph's is a small, country school offering a relevant and varied curriculum, a dedicated staff and a caring, positive environment. There are three classes and the structure is K/1, Yr 2/3 and Yr 4/5/6. The building facilities are a mix of old and new and playground space is large. A school hall provides a wonderful space for whole school gatherings and celebrations. The school is well resourced with each child having access to an iPad. A number of visiting programs and community events are scheduled each year and these complement work undertaken in curriculum areas in class.

Pastoral care is a feature of the school and is the responsibility of everyone in the school community. Teachers, parents, support staff and students all contribute to pastoral care.

The school has an active Parent and Friends Association, which supports the school with fundraising, working bees and social occasions. The parent community also actively supports the school through involvement in various curricula activities.

We strive to live our motto, Learning Understanding Peace, by growing in the love and peace of Jesus Christ and bringing it to others in all aspects of our lives.

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
22	16	0	38

* 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 94.09%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.19%
Year 1	96.68%
Year 2	95.11%
Year 3	94.96%
Year 4	93.09%
Year 5	90.16%
Year 6	93.43%

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
7	6	13

* This number includes 2 full-time teachers and 5 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	Use of assessment data for learning including; Refining Data and Data wall for reading tracking; Establish feedback system for Reading and Spelling; Using progress Monitoring to deliver feedback to all students.
Term 2	Contemporary Learning-Flexible Learning environments/Flexible learning groups.
Term 3	Evaluation and implementation of the reading Mastery Program and analysis of Reading Data.
Term 4	Improve student achievement with a focus on literacy and numeracy.

Staff have been given opportunities to further develop their skills and knowledge through countless Professional Learning sessions throughout 2016. These opportunities have focused on Christ Centred Learning, ICT, Reading, Professional Learning Communities, Visual Arts, NAPLAN and Staff Welfare. They also focused on the plotting of students on the Continua using NAPLAN assessment data to plot students and implement strategies on how to move students along the Continua and use data for diagnostic assessment.

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.	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

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 is a school community in the Catholic tradition, founded in faith, challenged by Gospel values, striving for a standard of academic excellence. Our Mission, inspired by Saint Mary of the Cross MacKillop, aims to impart a holistic education that caters for the spiritual, moral, intellectual, social, cultural and physical dimensions of the human person. All endeavour to practise the virtues of justice, truth and love in everyday life. St. Joseph's is distinguished by a great sense of belonging, where each person is valued and where learning is enjoyable.

Religious Education forms an integral part of the total curriculum of St. Joseph's school both explicitly and implicitly. The program used is the Diocese of Bathurst Religious Education Curriculum and employs the language and framework of outcome learning. It promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed members of the Church and society. It is broader than the classroom teaching of religion and is directed towards the personal and religious development of students.

As a community we have the opportunity to celebrate through Mass and liturgy. Mass is celebrated for feast days, significant events in the Church year and special school occasions. Students also attend parish masses on Friday several times throughout each term.

The children are prepared for the Sacraments of Reconciliation, First Eucharist and Confirmation within a school-based program but join with other children from the Parish for the Sacraments. An Enrolment Mass for all children receiving the Sacraments was celebrated.

Classroom prayer is a daily ritual and children are provided with a variety of prayer experiences. Each classroom has a visible prayer focus prepared by students and teachers. The school prayer focus centres around the liturgical year and special events. Our school prayer is prayed each Wednesday morning at a whole school assembly. There have been times when we come together to pray for special needs. Staff prayer is held before each staff meeting.

The school promotes social justice by supporting charitable initiatives such as Project Compassion, Caritas Australia and St Vincent de Paul.

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	37.50

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.

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St. Joseph's School is committed to providing quality Catholic education that strives to meet the needs of every child. Catholic values and the school's Vision and Mission Statements underpin the curriculum.

Classroom teachers follow the BOSTES syllabus for each of the six Key Learning Areas. Learning is often integrated across the curriculum. Primacy is given to literacy and numeracy. Religious Education is also a key learning area and the Diocese of Bathurst Religious Education Curriculum is followed. Each class has the texts To Know, Worship and Love to support teaching and learning.

Learning Support Programs are available to students with needs. The Support Teacher in conjunction with the SAP teacher, classroom teachers and Literacy/Numeracy aide implement the diocesan Reading Intervention programs, MULTILIT and MINILIT as well as QUICKSMART for numeracy. An integration aide worked with particular students assisting with literacy and numeracy.

Implementation of the State Action Plan continued this year. The plan supports students and teachers with early years literacy and numeracy. St Joseph's implemented Reading Mastery and flexible Learning in Mathematics and Writing.

Primary students have the opportunity to participate in the University of NSW International Competitions for Assessments for Schools in English, Mathematics and Science. Results ranged from Credits to Distinctions.

Public Speaking was promoted with primary students. All students participated in the class competition with a student chosen to participate in the regional CWA Public Speaking Contest held in Bathurst.

Other extra curricula activities that students participated in included the Diocesan Spelling Bee, Tournament of Minds RE Christmas Art Competition and Musica Viva. All students successfully completed the Premier's Reading Challenge.

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	70.00%	53.00%	0.00%	10.00%
	Reading	60.00%	48.00%	10.00%	11.00%
	Writing	50.00%	49.00%	0.00%	6.00%
	Spelling	40.00%	46.00%	20.00%	12.00%
	Numeracy	60.00%	36.00%	20.00%	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	33.00%	36.00%	0.00%	15.00%
	Reading	50.00%	35.00%	17.00%	16.00%
	Writing	0.00%	17.00%	0.00%	18.00%
	Spelling	67.00%	30.00%	0.00%	17.00%
	Numeracy	33.00%	28.00%	17.00%	17.00%

Student Welfare Policy

St. Joseph's has developed a comprehensive Pastoral Care and Student Welfare Policy based on the Gospel values of justice and respect for the individual. In this document, the dimensions and features of pastoral care are described. Through our Pastoral Care Policy, the way in which 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. There are explicit programs such as student leadership, peer support, peer tutoring, self esteem programs, orientation programs, assemblies, merit awards, inter-class activities, excursions, incursions and school jobs. However much of what happens is implicit, such as the way the community interacts together.

Related documents include Anti-Bullying, Harassment and Bullying, Child Protection, Merit Awards, Student Leadership,

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

St. Joseph's School strives to provide a Catholic 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. Discipline is leading, guiding, encouraging and instructing children within a framework of rights, rules, responsibilities, routines and consequences. Children receive regular reminders of expectations, rules and consequences.

The implementation of the SPB4L Framework continued this year. This framework has established routines and rules which have now become second nature, not only to students but staff as well.

No changes were made to this 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

The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of our commitment to these and other school values by newsletter items, assembly messages, and by the nature of our interpersonal relationships. Many of the awards presented to students are indicative of these values e.g Christian Living, Spirit Awards, Citizenship and Mini Merits.

Throughout 2016 students were involved in a range of activities that promote respect and responsibility:

Weekly singing of the National Anthem

Whole School Assemblies

Weekly Parish Masses

Flying the Australian Flag daily

ANZAC Day March

Remembrance Day commemoration attendance

Welcome to Country

Involvement in local events – Molong Show, CWA Public Speaking, St Vincent de Paul

Young Leaders Day

Buddy program

School and classroom jobs

Students, parents and staff contribute generously to social justice appeals and charitable organisations.

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

As part of the 2016 Annual Improvement Plan the following areas were addressed:

Catholic Life and RE

- Celebrate the Year of Mercy
- Work towards increasing the average score in the Year 6 RE test
- To organise the CEMMYB Christian Living camp

Learning and Teaching

- Commence implementation of the NSW Syllabus for the Australian curriculum: History and Geography
- Implement Reading Mastery from K to 6
- Focus on Phonics
- Continued use of the data from the ACER online assessments, PAT Reading and PAT Maths, to determine learning outcomes for students
- Continue the literacy and numeracy support to K - 2 students through State Action Plan
- Ensure the sustainability of the State Action Plan

Strategic Resourcing

- Purchased class iPads and apps for student learning
- Purchased new laptops for student use in the classroom

Priority Key Improvements for 2017

Catholic Life and RE

- Purchase a statue and crucifix for the hall
- Cater for staff spiritual formation
- To plan for and organise St Joseph's Day
- Update Religious Education Handbook

Learning and Teaching

- Use a standard programming format for Reading, Spelling and Mathematics across the school
- Focus on Phonics
- Develop cycles of units
- Focus on the development of collaborative teaching practices
- Continue the literacy and numeracy support to K - 2 students through State Action Plan
- Ensure the sustainability of the State Action Plan beyond 2017
- Analyse NAPLAN results in greater detail
- Further develop the whole school ability to use data
- Develop a K-6 Assessment Plan

Leadership for School Improvement

- Focus on the leading of Christ-centred learning
- Embed Professional Learning Community structures and strategies
- Aim to develop professional relationships and sharing with other school communities
- Create a plan to collaboratively review all policies, procedures and documentation and check progress and output annually.

Strategic Resourcing

- Purchase of more devices for student learning
- Build steps from hall to bottom field for safer access

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents work in partnership with the school community and their high involvement in a variety of school activities is evidence of their satisfaction and commitment to the school. Parents also express their satisfaction through open communication with the principal, teachers and other parents and promote the school positively in the wider community. It was noted in the School Review that there is a sense of belonging and school spirit is clearly evident.

The Parents and Friends Association is an extremely strong, affirming and supportive body that is positively involved in all aspects of school life.

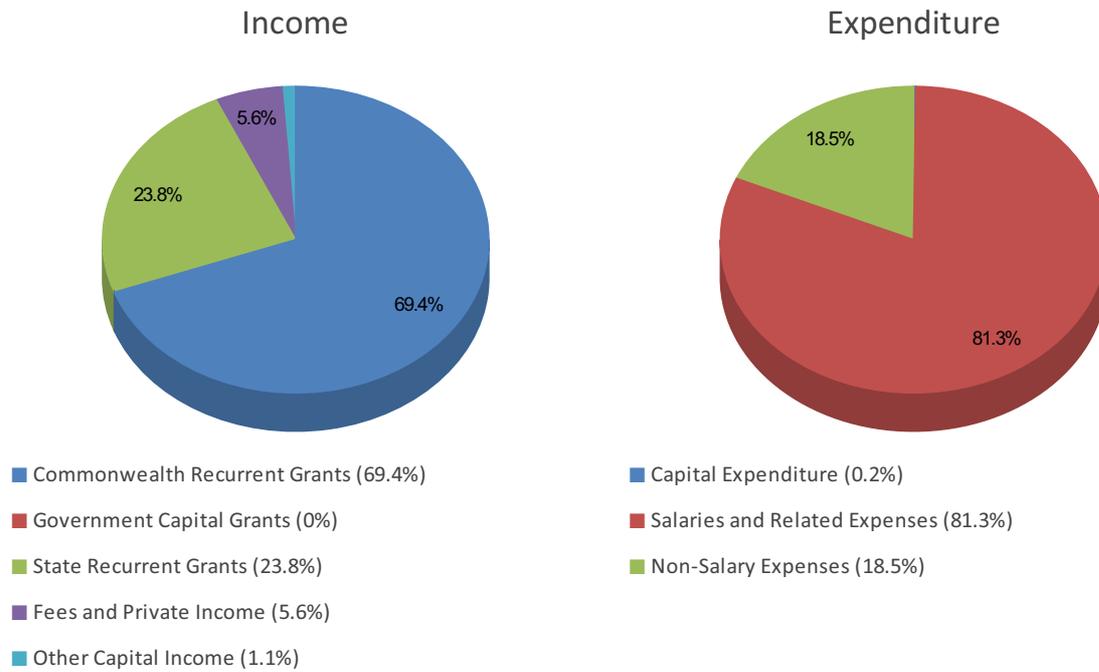
Student Satisfaction

Students have a sense of pride in their school and feel that they belong. They enjoy coming to school and contribute positively to the harmonious, caring atmosphere. They are happy with what the school has to offer and also believe that their teachers help and listen to them.

The students at St Joseph's take great pride in representing their school in community and parish events such as ANZAC Day, Remembrance Day and St Joseph's Day. They take great pride in their uniform and are highly regarded in the local community.

Teacher Satisfaction

Teachers of St. Joseph's School are dedicated professionals. They work collaboratively and are committed to carrying on the tradition of providing a quality teaching and learning environment that caters for the individual needs of students. Their high levels of satisfaction are demonstrated in their support and pastoral care shown towards each other, their willing participation in professional learning, and their extensive lengths of employment at the 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.