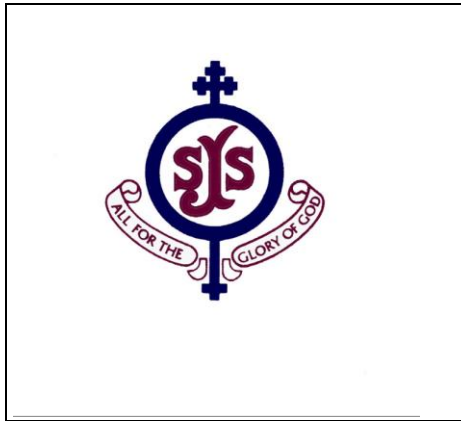


St Joseph's Catholic School Oberon

Annual School Educational and Financial Report

2013



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ABOUT THIS REPORT

St Joseph's Catholic School Oberon is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6336 1384 or by visiting the website at <http://www.stjoeys.nsw.edu.au>.

PRINCIPAL'S MESSAGE

St. Joseph's Central School is a K-10 Co-educational Catholic School in the Bathurst Diocese. The school has a population of 158 and is situated in Oberon a small town which relies on the Forestry and farming in the Central West of NSW.

The School's Mission and Vision Statement at St Joseph's endeavors to provide a holistic education that enables students to grow in a variety of ways – academically, physically, socially, emotionally, as well as spiritually.

St. Joseph's has a tremendous reputation across the Bathurst Diocese in the fields of literacy and numeracy development. Results in the National Assessment Program and DIBELS have indicated the careful preparation and planning that has taken place over several years. They also reflect the on-going monitoring of student performance and differentiation of the learning program that meets the needs of the individual.

Sporting opportunities at the School are also of a high calibre with students gaining representative honours across a wide variety of sports. This year we participated in a range of activities including Diocesan Winter and Summer Trials, Swimming, Athletic and Cross Country Carnivals, David Peachey Cup, St Mary's Orange Soccer and Netball Gala Day and the annual Quinn Cup. Six students were successful in gaining selection in Diocesan teams.

Cultural events such as School Performances, CWA Public Speaking and Country Project, Presentation Days, Graduation Ceremonies, Work Experience Program, SRC Dances and Fundraisers along with a broad excursion and visiting shows program ensures the students are well catered for with opportunities to broaden their vision and experience. This year our Stage 3 students travelled to Hill End as part of their Unit of Work on Gold. Year 10 travelled to Sydney for their Social Justice Retreat whilst Year 9 also travelled to Sydney for a Leadership Day. Stage 2 travelled to Sydney for a unit on the British Colonisation of Australia.

One of the greatest strengths of our Pastoral Care program is that students have caring and committed adults looking after their day-to-day welfare which provides a point of reference for parents, allowing for the care and attention of the individual.

Facilities and resources are second to none at St. Joseph's with the latest in laptop and Ipad technology available to students. Student classroom resources and texts are also the latest in publication.

At the end of 2013 the Secondary computer room was transformed into a modern Contemporary Learning environment with new furnishings, laptops, carpet and paint all supplied.

Our Trade Training Centre which was completed in 2010 remains a major drawcard for our school. It allows our students to gain a Certificate 1 in Metal Fabrication. This course is also a pre commencement to the Higher School Certificate. We also offer Construction and Hospitality. Our Hospitality students travel to Mackillop College twice a term to share the wonderful facilities on offer there so that we too can experience the very best.

Work has also commenced on a new outdoor BBQ and wood fired pizza oven on the Secondary side which will be used for many years for fundraisers and gatherings. A new sandpit is also due for construction in the Primary Department.

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE BODY

Sandie Thompson replaced Amy Langtry as president in Term 2. Glenn Stewart was elected Treasurer with Kerry Stewart Secretary and Vicki Reynolds Vice President. Under the presidency of Sandie Thompson the canteen has been revitalised in Semester 2 and was also opened up to Secondary students. The Canteen profit for the year was \$913.33.

The major fund raiser this year was the Trivia Night held in October where \$3000 was raised. Many other events were held including the Mother's Day Stall (\$265 profit), Father's day Stall (\$357.40), Meal Deals (\$556), Fun Run (\$833.80), Movie Nights (\$290) and the Sesquicentenary Hotdog Stall (\$299.30).

Items to purchase from the funds raised include a new sandpit for the Primary playground (\$1500), Laptop Trolley for the Secondary Department (\$1500), Carpet for the Contemporary Learning Classroom (\$2000) and the Brooke McKenzie donation (\$100).

Many thanks to all those who have assisted or attended P and F meetings throughout 2013.

STUDENT REPRESENTATIVE'S MESSAGE

As school captain Sophie and I have participated in a range of activities such as the Anzac day ceremony and the Remembrance Day ceremony, we have also participated in the 150th anniversary march in Oberon and the less obvious things such as representing the SRC as the school leaders.

Sophie and I have re-invigorated the SRC as it used to be run completely by the teachers. During the year, the SRC have completed many tasks such as a footy colours fundraising day and also the bushfire appeal coin trail.

Matthew Simmons and Sophie Robinson

CATHOLIC IDENTITY

St Joseph's Catholic school has a clear identity as a Catholic school within the local parish and the wider Oberon Community. Jesus Christ and His teachings are central and clearly articulated in the all aspects of our policies, planning and actions. The school articulates its mission from the school motto "All for the Glory of God" 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 charism of the Sisters of St Joseph is alive in the school, with the sporting houses named Tenison and MacKillop in support of this.

The school is committed to fostering quality relationships that are characterised by respect and dignity for all. Our Catholic Faith, tradition and culture are actively fostered and celebrated.

Social Justice and the needs of others and the environment are consistently evident through Christian service and action. Our Year 10 Social Justice retreat is a fine example. The school is making an ever improving effort to welcome, recognise and respect different family and cultural traditions including those of our Indigenous brothers and sisters.

We have embraced the new Accreditation Policy to work, teach and lead in systemic Catholic Schools and actively promote the importance of on-going faith formation and theological knowledge for all staff.

The system wide approach to teaching Religious Education and focus on Assessment has ensured a greater focus on levels of Catholic Religious Literacy in our School. Our desire is to instil a great faith and passion within our staff so that students not only have a good understanding of content but a genuine relationship with our God and His Son Jesus Christ.

Every Monday we gather together in our church to pray and worship together. Classes take turns at leading us in Liturgy whilst all students attend regular masses for Feast Days. Regular opportunities are provided for prayer and worship within classes whilst students have the opportunity to participate in the Sacrament of Reconciliation twice a year. A full Sacramental Program is offered as a joint initiative of the school and parish. Students and staff value the contribution of Bishop Michael McKenna in leading the Sacrament of Confirmation but also spending time with students in the lead up. Secondary students are encouraged to attend the BLAST Youth event held annually at Burrendong Dam.

Parish Priest Father Filby can be contacted on 6336 1022.

SCHOOL FEATURES

There are currently 158 students enrolled in our school with 109 in the Primary and 49 in the Secondary. In 2014 we will be implementing a Stage Based class in the Primary Department by combining Year 5 and 6. This will create some exciting opportunities in the school including the establishment of a new Creative and Practical Arts Room and Learning Support Room.

In 2014 Stage 3 students will have weekly lessons in the Secondary Science laboratory as well as the new Contemporary Learning space.

With the introduction of the National Curriculum in 2014, further opportunities for Stage Based Learning will be provided in the Secondary Department. Visual Arts, Personal Development, Health and Physical Education, LOTE and Religion will all be taught by in stages in 2014.

In 2013, a new timetable was introduced in the Primary Department that included Reading and Spelling groups and a purely outcomes based 60 minute Daily Numeracy Block. Data collected at the end of this year reflects the success of these changes with our DIBELS results being amongst the best in the Diocese.

In 2013, Agriculture and Information Technology were trialed in the Secondary Department and were well received by students. These programs will continue to develop in 2014 with the establishment of a chicken coop and vegetable garden. Our VET Construction students participated in a bricklaying course and have assisted in the construction of our new outdoor BBQ area.

All Secondary staff have benefited from a range of professional development opportunities this year including the development of new learning programs with the other K-10 schools.

The on-going development of a PLC (Professional Learning Community) both within our school and amongst the other K-10 schools has been a great success in 2013. All teachers have developed their understanding of the principles that underpin effective teaching and learning in a contemporary world.

Family Groups are a feature of the Pastoral Life of our school. All K-10 students are placed in a multi aged group of students and participate in a range of activities throughout the year including sharing lunch together on a Wednesday.

ENROLMENT POLICIES AND PROFILES

Key elements of the school's enrolment policy are:

Enrolments for Kinder and Year 7 are taken during Term 3. Other enrolments are accepted throughout the year.

All enquiries regarding enrolment, or to get a prospectus and enrolment form should be directed to our office on (02)63361384 or via email office@stjoeys.nsw.edu.au

Enrolment Criteria

The schools of the Catholic system have been established to support Catholic parents in the holistic education of their children. Particular emphasis is given to supporting parents in the faith development of their children. Enrolment at St Joseph's Central School is determined by the following criteria:

- Siblings of Catholic children already enrolled at St Joseph's Central School.
- Siblings of non-Catholic children enrolled at St Joseph's Central School prior to this year.
- Baptised Catholic children of practising Catholic parent(s)/guardian(s).
- Catholic children of non-Catholic parents.
- Children baptised in other denominations or faith traditions.
- Children who are not baptised - the Principal will consider the child(ren) for enrolment if there is a vacancy in the school.
- The Principal will then make the final decision regarding enrolment.
- All successful applications will be notified by letter and an induction program will follow before the end of the year for both kinder students and their parents

Other Considerations

- Due date for enrolments is usually in Term 3.
- Child should be five years old before 30th May of the Kindergarten year.

Supporting Documentation

- Baptismal Certificate
- Other Sacramental Certificates
- Full Birth Certificate

- Current School Report (if applicable)

The enrolment process consists of the following:

- Completion of an [Enrolment Application Form](#).
- Read 'Conditions of Enrolment' Form and sign 'Parent(s)/Guardian(s) Declaration' Form and return to School.
- Enrolment form should be lodged with birth certificate, baptismal certificate and copy of immunisation booklet before 1st August
- Parents will be contacted in term three notifying them of placement.

Kindergarten parents are expected to attend the parent information session

The full text of school enrolment policies may be accessed via: <http://www.stjoeys.nsw.edu.au>

School Profile

St Joseph's Catholic School is a single stream school and the class numbers as of the 2013 August Census are as follows

Year	K		1		2		3		4		5		6		7		8		9		10	
Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Total	14	7	7	12	8	7	7	7	8	5	5	11	1	10	8	6	3	5	11	4	7	4
Total	21		19		15		14		13		16		11		14		8		15		11	

There are 15 indigenous student in the school.

There are 3 students with disabilities.

There are no non English speaking students

There were no changes made to the enrolment policies during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>	<i>Year Group</i>	<i>Attendance Rate</i>
7	95%	1	90%
8	95%	2	95%
9	95%	3	88%
10	94%	4	95%
		5	94%
		6	95%
Whole School	93%		

MANAGING SCHOOL NON ATTENDANCE: FOLLOW UP PROCEDURES

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance including the introduction of an attendance award in 2013.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. In 2013 the recording of student absences went online. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Education Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Education Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

POST SCHOOL DESTINATIONS

At the time of writing all students were looking to continue their schooling at either Oberon High School, Kelso High School or All Saints' College in Bathurst. Several students would like to undertake an apprenticeship but at this stage only one student has received an interview.

At the conclusion of 2013:

- *0 students entered the workforce.*
- *11 continued onto further study.*
- *0 destination is unknown.*

SCHOOL CURRICULUM

St Joseph's Central School Oberon follows the K-10 Syllabi produced by the NSW Board of Studies in each designated Key Learning Areas. In 2014 we will be implementing the new English Syllabus in all Primary classes and the new English, Mathematics, Science and History syllabi in Year 7 and 9. The Religious Education Programmes are based on the Bathurst Diocese Units of Work and the Sydney Diocese texts To Know Worship and Love are used in all K-10 classes.

The KLAs are:

- Religious Education K-10
- English
- Mathematics
- Science 7-10 and Science & Technology K-6
- Human Society and Its Environment K-10
- Creative Arts K-10
- Personal Development, Health and Physical Education K-10
- Technological and Applied Studies 7-10
- Languages Other Than English Year 7/8

In 2013, Stage 5 electives for the RoSA electives included: VET: Construction, Metals & Engineering, Hospitality and Automotive as well as Graphics Technology, Visual Arts and Physical Activity and Sports Studies (PASS)

Extracurricular Activities

Primary

Students within the Primary School participated in the CWA Public Speaking and Country project, Christmas Storytelling Artwork Competition, Diocesan Spelling Bee, Verse Speaking and Dance at the Bathurst Eisteddfod, league/ soccer knockout competitions, and general sporting representation at Diocesan and Polding level. K-1-students also had the opportunity to perform in the 'Christmas around the World' annual school performance.

Secondary

During 2013 there was a vast student representation in a variety of extracurricular activities. Students at the school participated in the CWA Public Speaking, league/ soccer knockout competitions, and general sporting representation at Diocesan and CCC level.

Particular reference should be made to the Under 16's Rugby League team who were successful in being the NSW State Champions of the Small School Rugby League Competition. In 2013 the students were given the opportunity to join the Rural Fire Cadets. Students from the school competed in a Cadet Day in Oberon where they took out Champion School on the day. For the first time our Year 9 students attended a leadership Day in Sydney.

Mini Vinnies was a great success in Semester One but due to time constraints became difficult to maintain enthusiasm. The Year 10 Social Justice Retreat was again a feature of our community service program.

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency”
- In Year 7 students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 8 and 9 are at “proficiency”.
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in band 6 are achieving at the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	20	0	26.7	20	13.3	20	80
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	6.7	20	20	13.3	40	0	93
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	6.7	26.7	0	33.3	20	13.3	93
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	13.3	13.3	20	13.3	33.3	6.7	87
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	13.3	13.3	6.7	33.3	26.7	6.7	87
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

The number of students in the second top band in Grammar and Punctuation was well above the State and Diocesan average. The number of students in the bottom two bands for spelling is higher than State and Diocesan averages. The number of students in the top two bands in Numeracy is below State and Diocesan averages.

Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	0	12.5	37.5	25	12.5	12.5	100
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	0	6.3	43.8	43.8	6.3	0	100
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	6.3	12.5	37.5	6.3	31.3	6.3	94
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	6.3	0	43.8	12.5	12.5	25	94
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	0	25	25	18.8	18.8	12.5	100
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

Year 5 exhibited the strongest growth in Numeracy in the Diocese. 100% of students in Reading, Writing and Numeracy were above the NMS. The number of students in the top band in Grammar and Punctuation was above the State and Diocesan average. Students are over represented in middle bands in Spelling and Grammar and Punctuation. There is a need to build up the middle of the group.

Band Distribution (%) - YEAR 7

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	7.7	23.1	23.1	23.1	23.1	0	92
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	7.7	7.7	30.8	38.5	15.4	0	92
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	0	15.4	15.4	46.2	23.1	0	100
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar & Punctuation	School	0	23.1	7.7	46.2	15.4	7.7	100
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	0	0	38.5	30.8	15.4	15.4	100
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

All students were above NMS in Spelling, Grammar and Punctuation and Numeracy. Growth in Writing was the strongest in the Diocese whilst growth in Numeracy was the second highest in the Diocese. Students are over represented in bottom three bands in reading. This will be an area of focus in 2014.

Band Distribution (%) - YEAR 9

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	0	13.3	40	46.7	0	0	100
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	13.3	26.7	26.7	20	13.3	0	87
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	6.7	6.7	33.3	26.7	26.7	0	93
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar & Punctuation	School	13.3	13.3	33.3	26.7	6.7	6.7	87
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	0	13.3	40	33.3	6.7	6.7	100
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

All students were above NMS in Reading and Numeracy. Students are over represented in the bottom three bands in Writing. Standard Writing rubrics will be implemented across key Learning Areas in 2014 to strengthen Writing.

Record of School Achievement (RoSA)

In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In 2013 11 students requested and were awarded a RoSA.

	Results Summary 2013 (%)				
Subject	A	B	C	D	E
Religious Education	1	4	4	2	
English	1	4	3	3	0
Mathematics	0	5	4	2	0
Science	1	2	3	4	1
History	1	4	3	3	0
Geography	1	1	5	2	2
PDHPE	2	4	2	3	0
<i>(Electives)</i>					
Japanese	0	1	0	0	0
Agriculture	1	0	0	0	0
Food Technology	0	1	0	0	0
Graphics technology	0	1	2	0	0
Information and Software Technology	0	0	1	0	0
Visual Arts	1	3	1	1	0
PASS	0	1	1	2	0

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All Professional learning undertaken by staff is designed to bring about improved teacher practice and increased learning quality and results in the classroom. Many opportunities in 2013 have aligned with the introduction of the new Curriculum in 2014. For Secondary teachers this had involved the collaborative development of new programs amongst staff from the four K-10 schools. For Primary staff it has involved an opportunity to learn from others with in the school but also an opportunity to view teachers at work in other schools.

For Primary teachers there has also been professional development in Mathematics following a decision last year to have a purely syllabus based program as opposed to a text book based program. This was a key focus in the 2013 school plan.

Much of this professional development has been made possible due to additional funds made available under the Empowering Local Schools program.

Below is a list of some the Professional learning opportunities that have been undertaken by teachers in 2013:

- *Secondary English, History, Mathematics and Science Writing Parties.*
- *Primary Contemporary Learning Conference*
- *Reading to Learn*
- *Gifted and Talented UNSW*
- *Christmas Story Artwork*
- *Google Drive*
- *Brick and Blocklaying*
- *PLC Conference*
- *First Aid*
- *Primary school visits*
- *Cowra Appraisal*
- *Engaging the new Mathematics Syllabus*
- *Orana Mathematics Conference*
- *Transforming School Culture Conference*
- *Diocesan OT Kits*

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	19
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity. 	0

Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	95%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal	1			
Teachers/Coordinator	5	10		
Teacher Assistants		3		
Librarians		1		
Ancillary Staff		2		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare / Discipline Policy

A new K -10 Behaviour Management Policy was implemented in 2013. The Policy was a coming together of separate K-6 and 7-10 policies. A student recognition system along with procedures for correction were clearly stated in the policy. The 7 step procedures anticipate that the majority of discipline issues will be dealt with at Steps 1-3.

A flow chart indicating the action to be taken as well as what to do in the event of a critical incident is included in the policy.

The policy states that 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.

Our approach to behaviour management follows the rules of restorative justice and resilience. This means that students are not condemned for their wrong doing but given a chance to change and see how their behaviour has had an impact on others.

The policy aims to build resilience in all children so they can deal with life's challenges or difficult times positively.

The Behaviour Management Plan is structured to allow for just and open communication. The onus is very much on the individual teacher, Pastoral Care Teacher, Secondary/ Primary Coordinator, Assistant Principal and Principal, to communicate effectively within the system.

Most discipline will be at the teacher-student level and a variety of communications will be used by teachers.

We believe that true, sound classroom management will achieve remarkable effects in the attitudes of the students.

The full text of the school Discipline Policy may be accessed via contacting the school principal.

Complaints and Grievances Policy

St Joseph's is committed to providing a safe work environment for all workers and students. The purpose of this Complaints Handling Policy and Procedures is to establish a framework for the handling of complaints that relate to the operation of St Joseph's school.

We acknowledge that as either a member of staff, a student, a parent or a member of the wider community you can sometimes feel aggrieved about something that is happening at a school/college which appears unsatisfactory, or unreasonable. You may make a complaint about any policy or procedure, decision, behaviour, act or omission (whether by the principal, members of the executive or other staff or students) that you consider to be unsatisfactory or unreasonable.

It is always our aim to seek to resolve issues through direct discussion between you and other parties. However there may be instances in which it is not possible to take up the issue with the other party directly or doing this does not resolve the matter. It is in such cases that the Complaints Handling Policy and Procedures should be utilised.

The full text of the school Complaints and Grievances Policy may be accessed via contacting the school principal.

There were no changes made to the Complaints and Grievances Policy during the year.

Anti-Bullying Policy

At St Joseph's Catholic School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we students, staff and parents all share a responsibility for preventing it.

This policy builds on the school's Pastoral Care Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

We believe based on research that prevention strategies through education that involve the whole school community [students, staff and parents] are more likely to reduce bullying. Therefore, at St Joseph's Catholic School Oberon we recognise that we all share the responsibility to prevent bullying. The Catholic Worldview which represents the antithesis of bullying will be taught explicitly, continually modelled, clearly demonstrated and generously affirmed across all facets of school life.

The policy clearly states what students, staff and parents are to do in order to limit bullying in the school. It outlines a clear response to bullying for staff, procedures for following up and methods of recording incidents.

There were no changes made to the Anti-Bullying Policy during the year.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Catholic Life and RE

- *One staff meeting a term was not allocated to faith development of staff.*
- *Staff were encouraged to undertake for studies in Theology or Religious Education and many staff will begin courses in 2014.*
- *A Year 7/8 retreat program was not implemented in 2013. Instead a Year 9 Leadership Day was developed. Retreats will be reviewed in 2014.*

Learning and Teaching targets

- *Text book free Mathematics programs were introduced in the Primary Department. Whilst this required a lot of additional preparation time from staff Yr 7 and Yr 5 NAPLAN results indicate early success. Yr 7 went text book free half way through Yr 6.*
- *Students on Reading Intervention plans experienced growth. The Corrective Reading Program proved ineffective for Yr 6 students and was replaced at the end of Term 2 following data analysis.*
- *The use of standard editing procedures still requires greater consistency amongst classes.*
- *K-6 Writing rubrics were effectively implemented in most classes and this will be expanded into the Secondary in 2014.*
- *Staff developed their use of strategies and resources to be used in morning reading groups including the timetabling of Reading Eggspress and Springboard on a weekly basis. This has contributed to excellent DIBELS growth in all classes.*
- *Secondary teachers developed a proforma on assessment notifications including due date, given date, subject weighting, marking criteria, feedback etc*

Leadership for School Improvement

- *Outcomes on all Scope and Sequences and include teaching and learning strategies for each KLA.*
- *Executive role descriptions were reviewed late in 2013 but should be reviewed again following permanent appointments.*
- *Staff received on-going professional development to prepare for the implementation of the new Primary English curriculum in 2014 and Secondary curriculum in History, Science, Mathematics and English in Years 7 and 9. Secondary teachers participated in professional Learning communities with the other K-10 schools and developed new programs.*

Strategic Resourcing

- *Effective planning and scheduling of all school excursions took place at the start of the year. This will need to be reviewed again and include a greater range of opportunities for 7-10 students.*
- *A nude food day was held but unfortunately recycling still remains a difficult option.*
- *11 new laptops were purchased at the end of 2013 along with contemporary furniture for the new computer room.*
- *New carpet was installed in the Secondary computer room but no carpet was installed in the Primary Department.*
- *State Action Plan for Literacy and Numeracy*

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

We aim to develop a school community that encourages all members of St Joseph's Catholic School to follow the three R's:

- Respect for Self
- Respect for Others
- Responsibility for all your actions.

Actions taken in 2013 included:

- Mini Vinnies
- Catholic Schools Week Activities
- K-10 Wednesday lunches
- Family groups involving students from Year Kinder to Year 10.
- Active Student Representative Council.
- Buddy System involving Year 6 & K.
- Bully Busters
- Year 10 Social Justice Street Retreat at Kings Cross.
- Year 7 Orientation Day for entry to High School.
- Year 5 Leadership Day.
- Year 9 Leadership Day
- The rights and responsibilities of each student outlined in the Behaviour Management Plan.
- Daily Prayer in the Classroom.
- The Gospel values are a focus of our school and are actively promoted at a classroom and whole school level.
- Children are given responsibilities at a classroom and whole school level.
- Whole School Assemblies, Primary and Secondary Assemblies.
- Merit Awards.
- Book work awards Design & Making Awards
- Presentation Day
- Anzac Day and Remembrance Day Liturgies.
- St Vincent de Paul Winter appeal
- Jeans for Genes Day
- Bushfire Appeal

PARENT, TEACHER AND STUDENT SATISFACTION

All parents were invited to complete a survey in September. 14 parents responded to the survey. The survey asked parents 6 questions with the aim of assisting us in identifying what we are doing well and what we can do better. The questions were:

1. What do you like about our school?
2. What do we need to do better at our school?
3. What is your vision for our school? What kind of school would you like it to be?
4. What do you like about our uniform?
5. How can our uniform be improved?
6. Do you find that people speak positively about our school? Why/ Why not?

Below is a summary of responses. Not all responses have been included.

Things that parents liked about our school included: size, Catholic Values, encouraging and conscientious staff, family orientated, academic focus, good discipline and the kind, caring and committed teachers.

Areas where parents thought we could improve included: encouraging students to attend Mass, constructing a school hall in the Primary Department, communication, reviewing fees and for more settled teaching in the Primary (too many changes for young students with staff changes throughout 2013).

A common vision for the school was an extension to Year 12.

Further analysis of the school's uniform will take place in 2013 although the response was quite positive and pleasingly many people thought that others spoke positively about the school.

Most teachers worked tirelessly throughout the year in the best interests of the students and are driven to improve results in their classrooms. Some quality staff development sessions were held in Semester Two where all teachers were given an opportunity to be heard. There was a positive vibe amongst the staff throughout Semester Two.

Likewise there was a very positive vibe amongst most students throughout the year. Many students enjoy the small class sizes and the opportunities to connect with staff and obtain guidance from their hard-working mentors. Family groups, whole school liturgies and Wednesday lunches remain features of our K-10 school.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

