

Annual School Report
2013 School Year

St Joseph's Primary School, Wauchope



King Street (P O Box 9)
Wauchope NSW 2446

02 6585 1745
02 6585 2867

www.wauplism.catholic.edu.au

About this report

St Joseph's Primary School, Wauchope is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* will be available on the school's website by 30 June 2014 following its submission to the Board of Studies.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 65851745 or by visiting the website at www.wauplism.catholic.edu.au

Principal's Message

The primary purpose of St Joseph's Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements:

- The Religious Education test for Year 6 revealed that students have strong knowledge and understanding of Catholic faith.
- The STAR Reading program contributed towards an improvement of student outcomes in reading.
- The implementation of the QuickSmart program saw an improvement in student outcomes in literacy for Year 5 and Year 6 students.
- Students achieved considerable success in ICAS competitions obtaining distinctions and credit awards.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement:

- Creative Arts work was displayed in the local show and as a gallery for parents' viewing.
- Students performed at the local 'Celebrate Jesus' festival.
- Children participate in the ANZAC Day march within the community.
- Students participated in Mini-Vinnies fundraising.
- School Band and instrumental tuition began during Term 3.
- Students participated in the Art Immersion Day with external facilitators.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- annual carnivals in athletics, swimming and cross-country;
- commencement of the Federally funded Active After Schools Program;
- participation in local carnivals for touch football, soccer, netball and rugby league;
- school team representation at Zone carnivals;
- selection for Polding Football and Diving team;
- inaugural FUN RUN in Term 2;
- Tabloid Sports day organised by senior students to help celebrate Catholic Schools Week and our school Feast Days.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Trish Coelho
Principal

A Parent Message

The Parents & Friends (P&F) is involved in providing a number of services to the school community including the Canteen, Uniform Shop and general fund raising. During 2013, the P&F supported and funded a number of events and initiatives including Mother's and Father's Day breakfasts, World Teacher's Day lunch, subsidisation of transport to school and Zone sporting events, purchase and erection of a storage shed, purchase of a new BBQ and payment of the annual Australian Schools Library subscription (\$3K). In addition, the P&F facilitated the appointment of a part-time Canteen Coordinator to improve the service provided to parents and children through an improved menu, an inventory and a volunteer management committee.

On behalf of the whole school community, the P&F would like to express their thanks to the all P&F committee members, canteen committee members, and canteen and uniform shop volunteers.

Jack Pike
President
St Joseph's Primary P & F Association

This Catholic School

St Joseph's Primary is located in Wauchope and is part of the Our Lady of Lourdes Parish which serves the communities of Wauchope, Beechwood and Long Flat. School families are drawn from the towns and communities of Wauchope, Beechwood, Long Flat, Comboyne, Byabarra, Pappinbarra and Rawdon Island. Last year the school celebrated 85 years of Catholic education.

The Parish Priest Fr Daniel Redhead is involved in the life of the school.

St Joseph's Primary School is a parish School with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- planning and participating in regular children's liturgies;
- serving on parish committees, pastoral and finance committees;
- involving the students in mini-Vinnies activities;
- inviting parishioners to participate in school based activities;
- visiting the aged and attending monthly Mass with them;
- providing altar servers;
- Diocese of Lismore Proclaim.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of this parish school St Joseph's is guided by *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

St Joseph's Primary School caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2013	TOTAL 2012
Male	16	16	24	14	24	15	13	122	123
Female	20	12	24	12	13	17	8	106	94
Indigenous <i>count included in first two rows</i>	4	5	6	2	7	2	1	27	
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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.

St Joseph's Primary School continues to work towards developing a contemporary pedagogy. Through Professional Learning Teams we are engaging in professional learning that is up-skilling us in practice and pedagogy conducive to the contemporary learner.

We continue to work on our implementation of the Australian Curriculum, using Program Builder to program both Science and English. Through this online program, we can continually refer back to the Contemporary Learning Framework, ensuring that it is the foundation of all our students' learning. Through collaboration and communication all teachers are immersed in a culture of learning, building capacity among the staff. Teachers are committed to creating learning environments for students that are engaging, flexible and supportive, so as to truly personalise the learning experience for each child.

Numerous students participated in a variety of enrichment days in both Creative Arts and Science and are engaged in inquiry based classroom learning on a regular basis. The school also committed to the purchase of Maths Online, an internet based Maths program to assist in addressing an identified need within our school.

Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 26 students presented for the tests while in Year 5 there were 34 students.

In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, and space and geometry

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy

Year 3 NAPLAN Results in Literacy and Numeracy	Percentage of students in Bands 1 to 6											
	BAND											
	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	27.9	15.4	18.7	23.1	24.6	38.5	16.3	15.4	9.7	7.7	2.8	0.0
Writing	17.2	0.0	37.0	34.6	23.1	30.8	15.2	30.8	5.5	3.8	2.0	0.0
Spelling	25.3	15.4	24.3	23.1	22.8	26.9	17.6	26.9	5.6	3.8	4.4	3.8
Grammar and Punctuation	30.7	15.4	23.7	26.9	20.7	42.3	14.2	3.8	7.5	7.7	3.2	3.8
Number, Patterns and Algebra	15.3	0.0	17.3	19.2	31.6	57.7	18.5	7.7	12.2	11.5	5.2	3.8
Measurement, Data, Space and Geometry	12.3	0.0	29.5	34.6	22.2	15.4	23.9	42.3	7.7	3.8	4.4	3.8
Numeracy	14.0	0.0	24.8	26.9	28.7	46.2	21.5	19.2	8.3	7.7	2.8	0.0

Year 5 NAPLAN results in Literacy and Numeracy

Year 5 NAPLAN Results in Literacy and Numeracy	Percentage of students in Bands 3 to 8											
	BAND											
	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.3	12.5	22.1	25.0	28.9	34.4	22.6	25.0	9.4	3.1	1.8	0.0
Writing	7.8	3.1	15.2	12.5	29.7	37.5	32.3	37.5	8.8	3.1	6.3	6.3
Spelling	13.2	18.8	24.7	18.8	27.3	18.8	21.1	34.4	8.1	6.3	5.5	3.1
Grammar and Punctuation	19.0	12.5	23.1	21.9	22.3	21.9	21.8	34.4	9.3	6.3	4.6	3.1
Number, Patterns and Algebra	15.8	3.1	12.9	15.6	24.8	28.1	24.7	21.9	17.0	25.0	4.7	6.3
Measurement, Data, Space and Geometry	13.8	12.5	19.3	18.8	25.7	28.1	24.0	18.8	10.6	12.5	6.7	9.4
Numeracy	14.8	12.5	13.0	3.1	26.4	37.5	25.7	21.9	15.1	18.8	5.1	6.3

St Joseph's School performed well in the 2013 NAPLAN. This is directly due to targeting the NAPLAN concerns of 2012. We addressed issues by implementing a number of focussed Literacy programs: these being STAR Reading and QuickSmart. The learning strategies within the SMART 2 program have assisted teachers in targeting learning strategies for students during the lead up to the 2013 NAPLAN testing. These strategies provided all teachers with specific focuses for areas of concern within our school. The current 2013 results have provided the staff of St. Joseph's School with an action plan to address the weaknesses within the school.

Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	15
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4. Teachers with recognised qualifications to teach Religious Education.	10
5. Number of staff identifying as indigenous employed at the school.	1
6. Total number of non- teaching staff employed in the school.	7

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole- staff development day professional learning activities in 2013 were:

Staff Development Days	Term	Presenter
Australian Curriculum	2 & 3	School Leadership Team
Proclaim Lismore	2	CSO Lismore
Restorative Practices	3	Adam Voigt
Ignatian Spirituality	4	School Leadership Team

Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Autism Spectrum Disorder
- QuickSmart Literacy
- NAPLAN Data Analysis
- STAR Reading
- Peer to Peer – Curriculum and Pedagogy
- K – 2 Learning Plans
- Non Violent Crisis Intervention
- Spectronics – iPad apps for students with Additional Needs.

The professional learning expenditure has been calculated at \$7925 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention

The average teacher attendance figure is 95.75%.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss their leave request.

The average student attendance rate for the school during 2013 was 93.56%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	93.7	92.9	93.5	93	93.4	94.6	93.8

School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Assessment and Reporting
- Digital Media Policy
- Student Engagement and Wellbeing Policy

Enrolment Policy

Every new enrolment at St Joseph's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The newly formulated policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To assist with the implementation of this policy a new Guiding Behaviour Statement was created and has replaced the existing school rules. To live out this policy the school has engaged the services of Adam Voigt from REAL SCHOOLS to assist staff and students value themselves and experience well-being. This includes programs focussing on self-esteem, social relationships, and moral development. The school's pastoral care program has been developed in consultation with staff, parents and students. Programs available within the school that support this policy are the Chaplaincy Program and the engagement of a Sand Play therapist.

Discipline Policy

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities, and is based on the Gospel teachings of love for self and others. This policy is readily available to all and there created in consultation with all key stake holders.

Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available from the school's website and is parallel to the Diocese of Lismore Policy.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- develop an overlapping school framework for student and staff wellbeing;
- develop Professional Learning Communities;
- begin implementation of the Australian Curriculum in preparation for 2014; (English and Science)
- establish guidelines for the maintenance and procurement of capital and equipment in consultation with parish entities;
- design the second phase of a school marketing strategy to increase the promotion and marketing of the school within the local community;
- continue to place an emphasis on healthy living and healthy eating;
- update the school website to maintain improved connectedness and communication between the school and home;
- continue to explore opportunities for the development of local and regional partnerships with associated preschools and high schools.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways.

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 the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2013, the school engaged the services of Adam Voigt from REAL SCHOOLS to inservice all key stakeholders in Restorative Practices. The school then began to review the policies that foster respect and responsibility. A school Guiding Behaviour Statement was written. The children were continued to be rewarded through *Waterman's Vouchers*. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.

Many opportunities were sought to foster service within our school through fundraising for charitable organisations, buddy programs and mentors for a variety of student roles within our school.

Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

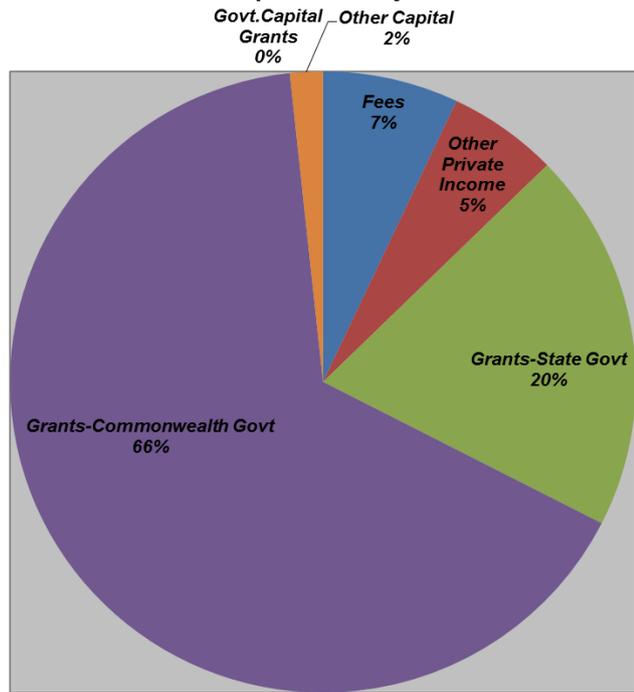
- Staff were given the opportunity to complete a number of online surveys in relation to the development of Professional Learning Communities which resulted in the development of a systematic approach to improving student learning.
- Student Leadership surveys resulted in the election of School Captains and Sports Leaders.
- Parents were surveyed regarding the school's Chaplaincy program which highlighted the effectiveness of this program within our school.
- Parents were surveyed in relation to Staff Development Days early in Term 2. As a result the dates were changed to suit the needs of the majority of families.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2013 is presented below:

2013 INCOME - St Joseph's Primary School - WAUCHOPE



2013 EXPENSE - St Joseph's Primary School - WAUCHOPE

