

Annual School Report 2014 School Year

St Joseph's Primary School
Wauchope



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About this report

St Joseph's Primary School, Wauchope is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

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 02 6585 1745 or by visiting the website at www.wauplism.catholic.edu.au



1. Messages

1.1 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 quality 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 students 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 2014. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on school moodle pages. 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 students revealed their strong knowledge and understanding of the Catholic faith.
- The STAR reading program has contributed towards the significant growth of student outcomes in reading.
- The Early Learning Plan has assisted with significant growth for students on the Literacy and Numeracy continuum.
- The QuickSmart Literacy Program has enabled students in Years 5 and 6 to achieve levels at benchmark requirements.

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 during 2014:

- Students performed and planned activities at the 'Celebrate Jesus' festival.
- Students participated in enrichment days in the areas of Creative Arts, ICT and Debating.
- Students participated in Restorative Justice Practices training.
- The School Band and all students performed in the Bi-annual School Concert highlighting music, dance and drama.

Students performed well at various sporting events throughout 2014. The following list provides some examples of sporting highlights:

- The school conducted a FUN RUN in Term 2.
- A number of teams were successful at 'Schubert's 7s' sporting carnival winning a number of events.
- The school continued to implement the federally funded 'Active After School Program'.
- A number of students were selected students for Polding Rugby Union, Rugby League and Netball.

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.

Patricia Coelho, *Principal*



1.2 A Parent Message

2014 proved to be a very quiet year for the P&F Association. With only a small band of dedicated members we were unable to achieve substantial fundraising as has been done in previous years. Having said that, we were able to run a successful Golf Day early in the year and various other smaller functions throughout the year.

The Mother's Day function was very well represented with all mothers enjoying tea/coffee, scones, cakes, biscuits and receiving a single flower. As in the past the Father's Day breakfast is always a hit with the dads, granddads and carers. Much to the delight of the children, it is great to see some of the dads playing soccer, handball and even hopscotch.

The bi-annual School Concert was held towards the end of Term 3 and proved to be a great success. All the teachers and aides do a fantastic job preparing the children for their selected events, and many budding stars were on show that night. The P&F provided a sausage sizzle and raffle for the event. The BBQ cooks never thought the queue for sausages was going to end.

The P&F were able to contribute a considerable amount of funding towards bus hire, Library books and the purchase of new electronic netbooks; this in addition to the usual commitments and contributions made by the association.

Although a quiet year, we believe it was a successful year.

DR Hooper
President
St Joseph's P & F Association

2. This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Wauchope and is part of the Our Lady of Lourdes Parish which serves the communities of Wauchope, Long Flat and Beechwood. School families are drawn from the towns and communities of Wauchope, Long Flat and Beechwood.

Last year the school celebrated 86 years of Catholic education.

The parish administrator 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 activities such as:

- Students attending of a monthly Youth Mass.
- Mini Vinnies students fundraising to assist local St Vincent De Paul Society.
- Parents participating in the Lismore Proclaim Parents programme.
- Students visiting the aged and attending Mass with them.
- Students planning and participating in regular children's liturgies.
- Students being trained as altar servers.

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 our parish school are 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 school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

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

	K	1	2	3	4	5	6	TOTAL 2014	TOTAL 2013
Male	20	18	17	20	14	25	15	129	122
Female	23	21	10	21	12	12	17	116	106
Indigenous <i>count included in first two rows</i>	6	4	6	6	2	7	3	34	27
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	1	0	0	0	0	0	1	0

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. 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 the leave request.

The average student attendance rate for the school during 2014 was 93.1%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	91.3%	92.1%	92.5%	94.2%	94.9%	93.5%	93.6%

2.4 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.	16
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.	15
5. Number of staff identifying as indigenous employed at the school.	2
6. Total number of non-teaching staff employed at the school.	11

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.75%. This figure is provided to the school by the CSO. There were no significant staff changes last year.

2.6 Initiatives Promoting Respect and Responsibility

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

The school models and teaches students about respect and responsibility in a number of ways.

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 2014, 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 implemented. The children 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.

2.7 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 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.
- Staff were consulted in planning for future developments in relation to school structure and student personalised learning.
- Parents were surveyed regarding the school's Chaplaincy program which highlighted the effectiveness of this program within our school.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, 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 teachers in practice and pedagogy conducive to engaging the contemporary learner.

We continue to work on our implementation of the Australian Curriculum, using Program Builder in 2014 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 throughout 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 targeting an identified need within our school.



3.2 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, 38 students presented for the tests while in Year 5 there were 37 students.

In Literacy there were four elements tested. These were reading, writing, spelling and 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 Wauchope, 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 Wauchope students in each band compared to the State percentage.

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										
Reading	29.7	26.3	19.6	18.4	22.9	23.7	14.3	15.8	8.5	10.5	4.9	5.3
Writing	11.5	10.5	36.3	18.4	22.5	26.3	19.3	5.3	7.1	10.5	3.3	5.3
Spelling	26.3	21.1	24.5	28.9	22.8	26.3	11.7	5.3	11.2	13.2	3.4	5.3
Grammar and Punctuation	32.5	28.9	22.0	23.7	20.7	18.4	14.0	15.8	7.0	10.5	3.8	2.6
Numeracy	17.7	18.4	24.7	15.8	23.5	28.3	19.7	34.2	11.1	23.7	3.2	0.0
Data, Measurement, Space and Geometry	17.3	15.8	26.0	21.1	19.6	2.6	24.8	39.5	8.9	18.4	3.3	2.6
Number, Patterns and Algebra	17.2	15.8	19.3	7.9	25.4	26.3	22.4	23.7	11.7	26.3	4.1	0.0

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										
Reading	16.9	13.9	18.3	8.3	25.7	50.0	21.3	19.4	12.4	8.3	5.4	0.0
Writing	5.6	0.0	12.0	5.4	28.3	13.5	36.7	64.9	9.7	10.8	7.8	5.4
Spelling	14.7	5.6	28.1	27.8	25.6	25.0	18.3	38.9	8.1	2.8	5.2	0.0
Grammar and Punctuation	22.7	11.1	21.8	27.8	21.5	27.8	17.4	19.4	10.8	13.9	5.7	0.0
Numeracy	13.8	2.8	14.7	13.9	29.8	33.3	22.9	33.3	13.8	16.7	5.1	0.0
Data, Measurement, Space and Geometry	10.5	0.0	13.0	8.3	29.4	41.7	27.3	36.1	15.0	11.1	4.8	2.8
Number, Patterns and Algebra	17.5	8.3	13.7	16.7	26.1	19.4	17.8	30.6	18.5	25.0	6.5	0.0

St Joseph's School performed well in the 2014 NAPLAN. This is directly due to targeting the NAPLAN concerns of 2013. We addressed issues by implementing a number of focussed Literacy programs including STAR Reading and QuickSmart. The learning strategies within the SMART 2 program have assisted teachers in providing learning activities for students during the lead up to the 2015 NAPLAN testing. These strategies enabled all teachers to address specific areas of concern within our school. The current 2014 results have provided the staff of St. Joseph's School with data to further improve student outcomes.

3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:

Staff Professional Learning Activity	Date	Presenter
Australian Curriculum - English	28 April 2014	School Leadership Team
Spirituality Day	6 June 2014	School Leadership Team
Australian Curriculum - Mathematics	11 August 2014	School Leadership Team
Australian Curriculum - Mathematics	7 October 2014	School Leadership Team

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

Activity	Staff numbers	Presenter
First Aid	22	Sheree Gibbs
Restorative Practices	15	Adam Voigt
Grip Leadership	2	Grip Leadership
Autism Spectrum Disorder	5	CSO Lismore



The professional learning expenditure has been calculated at \$6656 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2014.

Policy name	Status in 2014 (No change, new policy, changes made)	Access to this policy at:
Student Engagement and Wellbeing	Updated	School web address
Assessment and Reporting	Updated	School web address
Emergency Evacuation	Updated	School web address
WHS	No change	School Office
Grievance	No change	School web address
Medication	No change	School Office
Homework	No change	School Office
Digital Media	No change	School web address
Lockdown Procedure	No change	School web address

4.2 Enrolment Policy

Every new enrolment at St Joseph's Primary School, Wauchope 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.

4.3 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 in developing programs which enable staff and students value themselves and experience well-being. These include 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 employment of a Sand Play therapist.

4.4 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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 was created in consultation with all key stake holders.

4.5 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 in line with the Diocese of Lismore Policy.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year.

Catholic Faith and Culture

Continuation of Lismore Proclaim initiative with introduction of Proclaim Parents;

Introduction of a monthly Youth Mass within Our Lady of Lourdes Parish;

Development of Mini Vinnies initiatives;

Teaching and Learning

Introduction of the Australian Curriculum – Science and English;

Inservicing of all staff in the new Mathematics curriculum;

Increased tracking of students data to further improve student outcomes;

Organisation and Administration

Launch a new school website and school App;

Completion of renovations for flexible and adaptive environments;

Relationships

Implementation of new Student Engagement and Wellbeing Policy;

Promoting of the Parent Assembly;

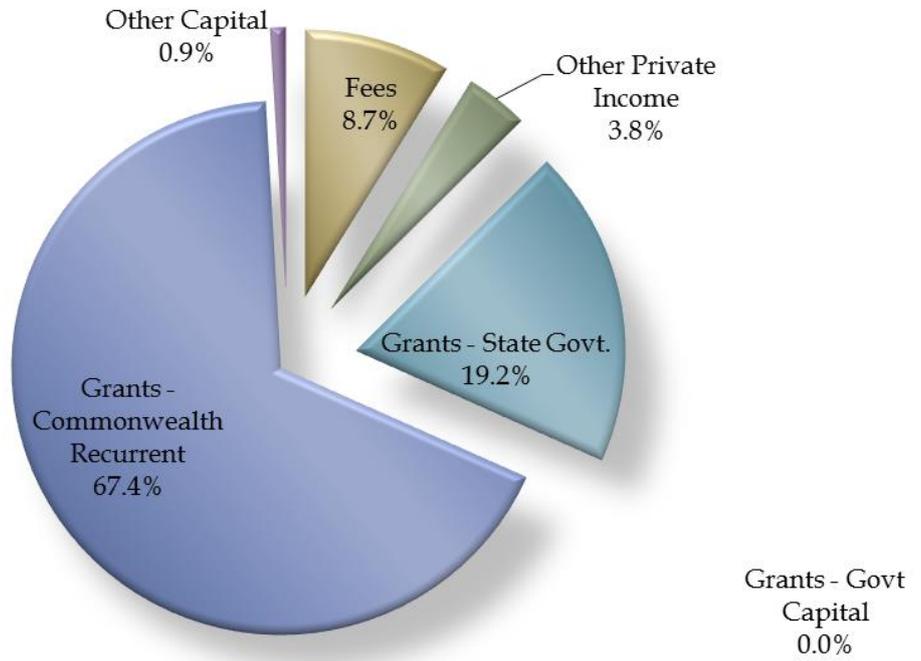
Increased number of Parent Education Evenings.

6. 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 2014 is presented below:

2014 INCOME - St Joseph's Primary School WAUCHOPE



2014 EXPENSE - St Joseph's Primary School WAUCHOPE

