

Annual School Report 2016 School Year

St. Joseph's 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 2017 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 65851745 or by visiting the website at www.wauplism.catholic.edu.au



1.0 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 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 2016. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- The Year 6 students participated in the Religious Education test demonstrating a strong knowledge and understanding of the Catholic faith.
- The EMU Mathematics intervention assisted in significant growth of student outcomes in mathematics. Overall growth exceeded previous years' growth.
- Students attended and participated in the regional Da Vinci Decathlon. Placing 2nd in the Mathematics category
- Year 5 NAPLAN results demonstrated significant growth in Literacy.
- Two teams of Year 5 and Year 6 students completed in the regional Tournament of Minds competition gaining a second place.
- Students participated in the International Competition and Assessment for Schools in English, Mathematics, Science, Spelling and Computers. Many participants received Distinction, Credit or Merit certificates.

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. In 2016 the school:

- Planned activities and performed at the annual 'Celebrate Jesus' festival.
- Introduced all Stage groups to Choral Speaking and participated in the Port Macquarie Speech and Drama Eisteddfod.
- Participated in the community celebrations for the 100 year anniversary of the Hastings Co-op.
- Actively participated in and raised funds through the Mini Vinnies Winter Sleep Out.
- Students in Year 5 and Year 6 Attended (Years 5 and 6) the Diocese of Lismore Exuro and Incartarie programs thereby extending their faith development.
- Hosted the Ubuntu Children's Choir from Uganda and performed with them at Wauchope RSL Club.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- The school achieved representation in all sports at School, Zone and Diocesan levels. A select number of individuals represented at Polding and State level.



- A team of Year 4, Year 5 and Year 6 students represented the school and region in the Schubert's 7s Rugby League carnival.
- All students participated in School Athletics, Cross Country and Swimming Carnivals.
- All students participated in our annual FUN RUN at Bonny Hills.
- One student was selected to play in the All Schools U/12 Indigenous Netball Team.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Patricia Coelho
Principal

1.2 A Parent Message

2016 has been a fantastic year for the Parents and Friends Association (P&F) and our School.

Our committee consisted of a small group and I wish to compliment all committee members on their dedication and support this year.

The year started off with an afternoon at the Wauchope swimming pool to welcome in the new school year. This year our major fundraising event was our Art Show which proved to be an outstanding success and the highlight was seeing the amazing art work created by our extremely talented students. We also held a school disco which was enjoyed by all the students and also provided to be a great fund raising event. Another of our fundraising events was our BBQ and Raffle at the school concert. In November we had our Dominos Pizza fundraising day where Dominos donated \$1 for every Pizza sold. This was a great success.

This year the P & F has assisted with the cost of Joey Junior Shirts, subsidised Year 6 Shirts and buses to sporting events. They also contributed to the purchase of Short Throw Data Projectors for the new Stage 3 learning space, equipment for the Infants playground and Library Subscriptions. On International Teachers Day the P & F provided lunch for all the staff as they have been instrumental in all our fund raising events this year and we wanted to show our appreciation by hosting the lunch.

The P & F Constitution has been now implemented and signed off by Father Felix Ekeh.

The parent body were consulted on a number of occasions throughout the year in relation to the management and future direction for the school. Parents were invited to contribute through surveys and interviews as well as general workshop evenings. Parents were given the opportunity to validate the school's strategic plan for 2017 – 2021 after a lengthy process of review.

The Principal and Vice Principal hosted the Mother's & Father's Day celebrations this year and both events were enjoyed immensely by all who attended.

The P & F also commenced its partnership with Amart Sports and has been able to obtain a considerable amount of sporting equipment for the students throughout 2016.

The 'Joey Juniors' Transition program was excellent this year and the Information Evening held for 2017 Kindergarten Families was a great way to inform new parents about our school.

Overall it has been a very successful year for the P & F and the School.

Karmen Marchment
President
St Joseph's Primary Parents and Friends Association.



2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Wauchope and is part of 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, Byabarra, King Creek, Pappinbarra and Comboyne.

Last year the school celebrated 88 years of Catholic education.

The parish priest (administrator) Fr Felix Ekeh is involved in the life of the school.

St Joseph's Primary 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:

- Participation in Parish Sacramental Program.
- Involvement with and support of Bundaleer Nursing Home
- Rosary bead making with the students from St Joseph's supported by local parishioners
- Support of the local branch of St Vincent De Paul by the Mini Vinnies Team
- Implementation of the Making Jesus Real resource, and provision of faith leadership opportunities for Stage 3 students
- Ministries such as Altar Serving, Reading and Offertory
-

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, Foundational Values for Catholic Identity and Mission*. 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 caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	17	24	18	15	17	17	12	120	129
Female	15	18	24	26	10	20	14	127	128
Indigenous <i>count included in first two rows</i>	5	3	6	2	3	3	2	24	25
EALD (Language background other than English) <i>count included in first two rows</i>	1	0	0	0	2	0	1	4	1



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 week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	92.4	93.1	95.9	94.6	93.7	94.4	92.7	93.4

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.	20
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.	1
6.	Total number of non-teaching staff employed at the school.	9

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

St Joseph's farewelled a longstanding staff member after 20 years of service to the school community. The school also supported staff through flexible working arrangements and part time employment. 2016 saw a significant increase in support staff for English and Mathematics, as well as a number of teachers being trained in specialized intervention programs.

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:

- Throughout 2016 key stakeholders further implemented the Making Jesus Real program which complements the current school philosophy of Restorative Justice. This process involved Stage 3 students working closely with teachers in forming Peer Support Sessions to guide younger students. The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures.
- In working with the wider community the students were actively involved in the ANZAC Day march within the town.
- The school's social justice initiative saw students connect with local crisis accommodation facilities in assisting with youth homelessness. Care packages were created and shared as was fundraising towards a mobile laundry facility for the homeless.
- Both staff and students contributed generously to a range of registered charities such as Jeans for Genes, Orange Sky Laundry, St Vincent de Paul and Caritas Australia.

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.

- In 2016 the school participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- As a new playground initiative was developed for Stage 3 students, student voice was sought in refining this process and establishing a workable routine.
- Student Leadership surveys lead to the election of School Captains and Sports Leaders.
- Staff opinion was canvassed and considered in the planning for future developments in relation to school structure and student personalised learning
- Parent voice was sought in identifying the emerging need for Before and After School Care within our school beginning 2017. As a result this program will begin in 2017.
- Parents and staff were surveyed in relation to the National School Chaplaincy Program in evaluating its effectiveness and continuation within the school.

3.0 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.

The school continues to work towards developing 21c pedagogy. This pedagogy is underpinned by the allocation of a STEM Grant with students from Kindergarten to Year 6 participating in specific Robotics programs. Many of the initiatives and challenges developed within these programs were highlighted and promoted through our whole school Science Fair in November.



Staff have worked consistently throughout 2016 to develop whole school agreed practices around allocated Tiers of Intervention, mathematical problem solving strategies, reciprocal reading strategies and decoding within the classroom.

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, 43 students presented for the tests while in Year 5 there were 38 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 Primary School, 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 Primary School, 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	28.1	30.2	23.7	16.3	19.0	23.3	17.1	16.3	8.9	11.6	3.1	2.3
Writing	16.6	18.6	37.5	27.9	26.7	30.2	13.1	16.3	4.8	7.0	1.2	0
Spelling	27.4	32.6	27.0	16.3	21.7	11.6	11.5	18.6	9.2	16.3	3.1	4.7
Grammar and Punctuation	34.6	34.9	18.3	11.6	19.0	18.6	20.2	20.9	4.8	14	3.0	0
Numeracy	19.7	18.6	19.0	16.3	22.3	23.3	24.5	25.6	11.4	16.3	3.1	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	15.4	26.3	23.2	23.7	23.7	10.5	18.8	21.1	12.9	13.2	6.0	5.3
Writing	5.2	0	13.5	18.4	31.3	26.3	33.7	34.2	11.1	15.8	5.3	5.3
Spelling	15.5	13.2	17.7	21.1	30.4	26.3	21.8	26.3	9.2	10.5	5.4	2.6
Grammar and Punctuation	20.9	28.9	19.9	26.3	23.4	18.4	20.4	18.4	11.4	7.9	4.0	0
Numeracy	15.5	18.4	15.0	10.5	26.6	23.7	25.8	42.1	12.9	5.3	4.3	0

As can be seen from the table the percentage of students in the top bands in Literacy and Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including targeted professional development for teachers, comprehensive differentiation of content to extend and support students as well as personalised learning programs. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing. Further analysis of NAPLAN data also shows extensive growth for St Joseph's students well beyond the expected growth. This can be attributed to excellent teaching and a school focus on targeted intervention programs to ensure growth for all students.

3.3 Teacher Professional Learning



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.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Ignatian Spirituality	8 April 2016	School Leadership Team
Catholic Worldview Permeation	14 June 2016	Principal, Leader of Catechesis, Leader of Curriculum
Australian Curriculum: Geography	18 July 2016	Leader of Pedagogy, Leader of Curriculum
School Review and Improvement	23 September 2016	Principal, School Improvement Team
Australian Curriculum: Geography and Mathematics	10 October 2016	Leader of Pedagogy, Leader of Curriculum

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

Activity	Staff numbers	Presenter
Mathematics: EMU and Modules	17	Principal, Leader of Pedagogy
STEM: Robotics	13	Leader of Pedagogy
Digital Technologies	15	Meredith Ebbs. Adelaide University
Graduate Teacher Accreditation	2	CSO Lismore

The professional learning expenditure has been calculated at \$7,297 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.

4.0 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 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Maintenance Policy	New	Intranet
Medication Policy	Changes Made	Intranet
Risk Assessment Guidelines	New	Intranet
Emergency Evacuation and Lockdown Procedures	Changes Made	Intranet
Outside Tutors	New	Intranet
Credit Card Policy	New	Intranet
Indigenous Education Policy	Changes Made	Intranet
Overnight Excursions Policy	Changes Made	Intranet
Playground Supervision	Changes Made	Intranet



4.2 Enrolment Policy

Every new enrolment at St Joseph's Primary, 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 Pastoral Care Policy/Student Welfare

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The 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 adopted various programs aimed at helping students value themselves and experience positive 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 engagement of the School Counsellor.

4.4 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 was developed in consultation with all key stake holders. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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 correlation with the Diocese of Lismore Policy.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

Catholic Identity and Mission

Continue to focus on the daily witness of Christ within our school and parish

Increase Faith Education and Development amongst parents



Organisation and Co Leadership

Further develop flexible and adaptive environments to cater for personalised learning

Explore a variety of playground options to cater for growth in school population

Teaching and Learning

Further develop a culture of learning that builds capacity to deepen insight and meaning

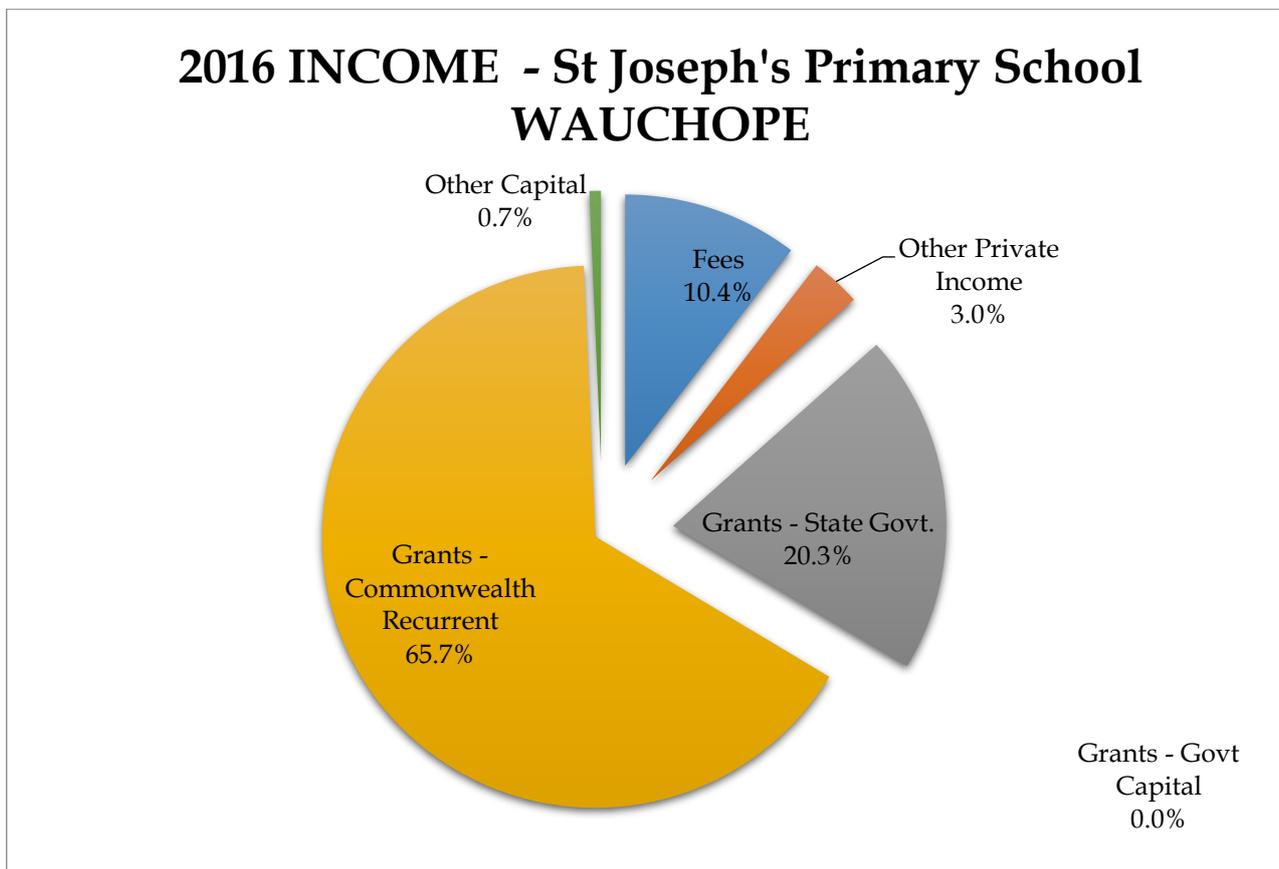
Community and Relationships

Introduce Positive Behaviour for Learning

6.0 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 2016 is presented below:



2016 EXPENSE - St Joseph's Primary School WAUCHOPE

