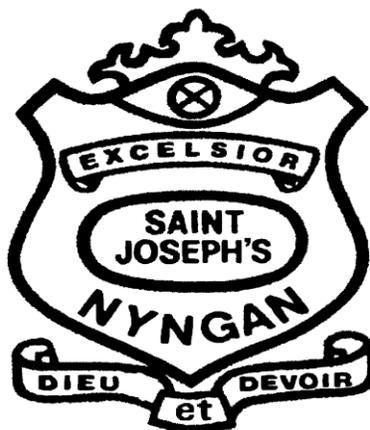


St. Joseph's Parish Primary School, NYNGAN

Annual School Report

2015



23 Terangion Street,
Nyngan NSW 2825

School Contact Details

EMAIL: admin.nyngan@wf.catholic.edu.au

WEB ADDRESS: <http://www.nyngan.catholic.edu.au>

TELEPHONE: (02) 68 321 588

PRINCIPAL

Mrs Sharon Grimmond

ABOUT THIS REPORT

St Joseph's Parish Primary School, Nyngan is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

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

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The primary purpose of St. Joseph's Parish School Nyngan, is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the development and well-being of each individual student. 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 2015. Student work was proudly displayed in classrooms, in MacKillop Hall, at school assemblies and in the local community. It has been an absolute privilege to be part of such a positive learning community where all stakeholders work together to improve student outcomes and provide opportunities for all to reach their full potential.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Sharon Grimmond

Principal

Parent Body Message (P&F)

Once again this year, it has been great to be a part of a team that aims to increase children's learning experiences and opportunities at St Joseph's School, Nyngan. Total fundraising for 2015 exceeded \$14 000 from the Annual Fete, RSL Foyer Tickets, Easter Raffle, Trivia Night, Roosters Guernsey Raffle and proceeds from the canteen and in-service catering throughout the year. We were also fortunate to receive generous donations from the IGA Community Chest and the local Mines. This was a wonderful effort by all involved. This year the P&F undertook a variety of projects. New chairs and desks were purchased for another primary class. This completes our goal of replacing all old desks and chairs in the classrooms with new furniture. The P&F purchased new netball singlets, footy shorts and socks for our representative teams along with new home readers for Kinder plus continuing to assist the school in purchasing supplies for students. We have, indeed, had a very successful year and we are grateful to all who have supported the P&F Association in 2015.

St Joseph's P&F Committee

Student Body Message

During 2015 we have had many opportunities to develop our leadership skills. We have enjoyed working with our teachers to take on the many responsibilities associated with being a student leader. We have had many rewarding experiences such as being Kinder buddies and making sure that Kindergarten settle into school life. We have had fun at the Leadership Day in Cobar and on our Year 6 Retreat at 'Canonbar'. As 'Mini Vinnie's' members we have planned a number of fundraising days for many worthwhile causes such as the Caritas Appeal for the earthquake victims in Nepal, Operation Christmas Child, Aussie activities in aid of the MacKillop Foundation and 'Sock it to Poverty' for the Catholic Mission Society. Our most memorable experience would have to be our visits to the Mick Glennie Hostel where we chatted with the oldies and played games with them. We have had a great year and we are pleased with our achievements.

Members of the St Joseph's Student Leadership Team

SCHOOL FEATURES

History

St Joseph's School is a Catholic Systemic co-educational school located in Nyngan. The school caters for students from Kindergarten to Year Six and has a current enrolment of 151. St Joseph's School, Nyngan was founded in April 1884. At that time, Nyngan was part of the Dubbo parish, within the Bathurst Diocese. In 1887 the Wilcannia-Forbes Diocese was formed. In 1911, Fr. John Moran organised the building of the school at the corner of Terangion and Warren Streets. In 1914, he had the two-storey convent on the corner of Terangion and Bogan Street constructed. Fr John Sexton arrived as Parish Priest in 1932 and managed the parish for 36 years. In his time, he doubled the size of the building constructed in 1911, as well as approving the building of the Infants School in Bogan Street which was completed in 1967. The first Lay Teacher was employed at St Joseph's in 1965. The secondary section of the school was closed in 1972 and the two-storey convent was demolished in 1987. At the end of 2005 the Sisters of St Joseph withdrew from St Joseph's School. A Sister of St Joseph continues to work in the parish, visiting the sick and families as well as conducting Catholic scripture lessons at Nyngan Public School. St Joseph's newest building, MacKillop Hall, was constructed through an initiative of the Federal Government - 'Building the Education Revolution'. MacKillop Hall was officially opened on Sunday, 1st May, 2011

SIGNIFICANT PROGRAMS

Aboriginal Education

All classroom teachers particularly planned and integrated indigenous perspectives and specific units within all Key Learning Areas during the year. During Nyngan's National Aborigines and Islanders Day Observance Committee (NAIDOC) Week celebrations, St Joseph's students joined children from all schools within the Bogan Shire to celebrate Aboriginal culture and identity. Our students participated in an Opening Ceremony at the Council Chambers where they performed an Aboriginal Dance and a student representative spoke about the importance of NAIDOC celebrations. Our classes visited other schools and joined in a variety of cultural activities. We celebrated a special NAIDOC Mass and hosted students from Nyngan Public School for a special concert and an afternoon of TIG games. An Aboriginal Community Day was held on the banks of the Bogan River to conclude the week of celebrations. We also commemorated National Sorry Day in May with a whole school liturgy.

Multicultural Education

The staff takes every opportunity possible to expose the children to other cultures especially through Literacy and HSIE units of work.

Information Technology

In 2015 a teacher was provided with ICT Release each Friday and was ably assisted by an IT support person for eight hours each week. The main focus this year was the introduction of Chrome Books for all students in Years One to Five. Kindergarten students were provided with a bank of iPads as learning devices and Year 6 continued to use Netbooks to assist them with their learning. All staff attended a one day workshop in Cobar at the end of February to increase their understanding of Google Docs and Google Apps and to be introduced to the Hapara Teacher Dashboard where students' work is digitally stored and monitored by the classroom teacher.

Drug Education

The students were exposed to the outcomes associated with Drug Education as prescribed by the Syllabus. In April 2015 we had the Life Education Van visit St Joseph's School. Life Education's Programs have been designed to assist schools to achieve the outcomes of their state curriculum. Topics included: personal safety; internal human body parts; medicines; peer pressure; smoking; drug education; healthy food choices; bullying; support networks and relationships.

Student Leadership

As well as our usual Class Representatives and House Captains, each member of Year Six is given the role of Student Leader. The Year Six Class lead the fortnightly assemblies; lead Monday morning prayer; help out as Kinder Buddies and take on the responsibility of daily school tasks within the school. The Student Representative Council help organise fundraising, lead ANZAC and Remembrance Day ceremonies and represent students' viewpoints at regular meetings. The House Captains lead and organise their 'House' at sporting carnivals and other 'House' events and also attend regular meetings as part of the SRC. The children in Year 5 are prepared for leadership through a Leadership Day that is held annually. In March this year our Year Six students journeyed to Cobar for a Leadership Day with Year Six students from St John's, Cobar, St Patrick's, Brewarrina and St Ignatius, Bourke. Our student leaders are also 'Mini Vinnie's' representatives who consider ways of helping those in need both in our local community and in the wider world. This year they have raised money for Caritas, Catholic Missions, the Nepal Earthquake Appeal and the MacKillop Foundation as well as visiting the residents of the Mick Glennie Hostel on a weekly basis in Term 3 and Term 4.

OUR ACHIEVEMENTS

Our achievements in 2015 included:

Liturgical & Social Justice Events

- Student Leaders' Induction at St Joseph's Day Mass
- Project Compassion Mission Boxes
- St Patrick's Mufti Day and Karaoke for Caritas
- Catholic Schools Week Mass and Open Day
- Mothers' Day Mass
- Caritas Appeal for Nepal
- Sorry Day Liturgy
- Sacramental Program for Reconciliation, Eucharist and Confirmation
- 'Operation Christmas Child' gift boxes for disadvantaged children
- 'Sock It To Poverty' Mission Day activities
- Remembrance Day Liturgy

Sporting Events

- Student participation in swimming, cross country and athletics carnivals at various levels
- Student participation in rugby league, rugby union, netball, soccer, touch football and cricket trials
- Finals of both the David Peachey and Russell Richardson Rugby League Carnivals in Dubbo
- Primary Girls Netball Carnivals in Warren and Coonamble

- Gymnastics at St Joseph's
- Year 6 Rugby League Team won the Outback Challenge in Bourke which lead to their participation in the Legends of League Carnival in Sydney

Community Events

- Student entries in the Nyngan Show
- School Gardens – produce entered in the Nyngan Show
- ANZAC Day March and participation in the official celebrations for the 100th Anniversary of the beginning of World War I
- Mini Vinnies visits to the Mick Glennie Hostel
- M.A.D.D (Music, Art, Dance, Drama) Night at Nyngan High School
- Bogan Shire Tree Planting Project on National Tree Day
- Walk Safely to School Day
- Festival of Speech at St Joseph's
- Country Women's Association (CWA) Public Speaking Competition in Narromine
- Paint the Town Read in Davidson Park
- Parliament Alive Visit
- NAIDOC Celebrations
- Parents & Friends Trivia Night
- Mothers' Day High Tea
- PEDAL Program at St Joseph's
- Fathers' Day Stall
- Genius Hour
- Moorambilla Girls and Boys Choirs
- High School Transition Program
- CWA International Day

External Competitions

- All students are encouraged to participate in the University of NSW Competitions in the areas of Digital Technology, Mathematics, Science, English, Spelling and Writing. Thirteen students received a credit or higher results in these exams.
- Nineteen Year 6 students gained a credit or higher result in the Year 6 Religion Test.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
69	82	6	151

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that state-

- **Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating** and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish priest and Principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **91.5%**. School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	91.5%
Year 1	90%
Year 2	93%
Year 3	92.5%
Year 4	91.5%
Year 5	92%
Year 6	90.5%

Attendance rates at St Joseph's Parish School are generally pleasing. At the beginning of each year the school provides parents with information about the importance of regular attendance through the school newsletter. The class teacher and Principal regularly monitor and discuss student attendance and will liaise with a child's parents if there is a concern about attendance.

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	8	20

*This number includes 8 full-time teachers and 4 part-time teachers.

Percentage of staff who are indigenous	15%
----------------------------------------	------------

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph's staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held five whole school development days and three twilight meetings this year, with the areas of focus as follows:

Term 1	Day 1 -Child Protection/Staff Code of Conduct – 3.02.15 Day 2 -Information Technology (Introduction of Google Chromebooks) – 26.02.15
Term 2	Day 3 - HSIE – NSW History K–6 Syllabus 25.05.15
Term 3	Day 4 -BOSTES Teaching Standards (Twilight) – 1.09.15
Term 4	Day 5 -Religious Education: A Day with Bishop Columba – 14.10.15 A-E Reporting (Twilight) – 16.11.15 The PLP Process (Twilight) – 30.11.15 Spelling/Goals for 2016 – 17.12.15

Other professional learning activities provided include:-

- National Boys Education Conference, Sydney – 1 staff
- Principals' Conferences – 1 staff
- Religious Education Coordinator – 1 staff
- CPR Course – 18 staff
- Information Communication Technology Teacher – 1 staff
- MiniLit Training Day for Support Staff – 4 staff
- Peer Support – 1 staff
- Sharing Our Story – 2 staff
- Extending Mathematical Understanding (EMU Maths) – 3 staff
- University Study – 1 staff
- Bronze Medallion – 10 staff

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	12
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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.10%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Liturgical Life

During the 2015 scholastic year, the Catholic children in Year 3 received the Sacrament of Confirmation and those in Year 4 celebrated the Sacrament of the Eucharist and Sacrament of Reconciliation for the first time. The school is fortunate to have a resident Parish Priest who is available to celebrate Mass daily. As a whole school, we have celebrated Mass on the following feast days: Ash Wednesday, St Patrick, St Joseph, Sacred Heart and Saint Mary of the Cross MacKillop. Specific Masses were celebrated for Catholic Schools' Week, NAIDOC Week, the Year 6 Retreat and Year 6 Graduation as well as Mothers' Day. The school also conducted liturgies for the Stations of the Cross, Easter, ANZAC Day, National Sorry Day, Fathers' Day and Remembrance Day. Class Masses were celebrated regularly.

Parish Involvement

Members of the staff are often readers at Sunday or Saturday night Masses and are ministers of the Eucharist. One member of the staff serves on the Parish Council. Staff members are involved in the events of the church as they arise. Our Parish Priest is invited to all major activities at the school. The school prepares the children to be altar servers. The Religious Education Co-ordinator, along with the class teacher, plays an important role in the preparation of our students for the reception of the Sacraments.

Religious Program

The children follow the Sharing Our Story Program as required by the Catholic Education Office in Forbes. The school staff and parents work together to prepare the children for the various Sacraments and children's liturgies.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 27.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story: God, Jesus, Church, Scripture, Sacraments and Christian Life*. The questions relate to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our schools average result (as a mark out of 35) was 21.

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Diverse Learning Needs

In 2015 six children with learning disabilities were provided with Government funding to assist them in Literacy and/or Numeracy. Some students were withdrawn from class to work intensely with a support staff member; others were given assistance in class as part of a group. All class teachers completed and followed Student Intervention Plans for children in their class who were identified as children with specific learning needs.

Aboriginal Education

All Aboriginal children have a Personalised Learning Plan (PLP) which focuses on achieving specific learning goals either in Literacy or Numeracy. Meetings are held each semester to discuss the children's PLPs with the Principal, Aboriginal Education Worker (AEW), teacher and parents in attendance. The AEW may work with the children in a group situation in the classroom or she may withdraw students to receive individual assistance, this depends on the children's needs at the time.

Using Technology

During 2015 we saw the roll out of the 1:1 user device policy with students in Years One to Five receiving a Chrome Book for their own personal use. As 21st century educators we must up-skill our students in their use of digital technology and embrace the technological revolution. We have continued, as part of our daily practice, to enhance student learning through the use of digital devices in all classrooms by accessing online learning portals such as Mathletics and Reading Eggs. There are Inter-Active Boards in each classroom for teachers to utilise during their lessons and students are encouraged to research using appropriate websites on the internet. Teachers and students create and share Google Docs as part of their daily routine.

PDHPE/Sport Programs

Students at St Joseph's participate in a wide variety of sporting events throughout the year. Fundamental Movement Skills are taught to all students from Kindergarten to Year 6 at a level appropriate to their age and ability. This year St Joseph's was successful in securing a Sporting Schools Grant which enabled our children to participate in a week of gymnastics lessons during Term 4. This was a wonderful opportunity for our students to learn new skills that were taught to them by professional gymnastics teachers. As a 'Crunch and Sip' school we continue to encourage our students to make healthy food choices through their daily fruit break each morning.

Excursions

- Kindergarten visited the Taronga Western Plains Zoo in Dubbo.
- Stage 1 (Years 1-2) students enjoyed a day in Dubbo where they watched the Minions Movie and participated in ten pin bowling.

- Stage 2 (Years 3-4) students attended a three day excursion to the Lake Burrendong Sport and Recreation Camp.
- Stage 3 (Years 5-6) students journeyed to Canberra for a week of learning at many of the national capital's important sites.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	3.7	11.1	18.5	29.6	3.7	33.3	96.3
	State	4.3	5.7	19.0	21.0	19.5	30.5	95.7
Writing	School	3.7	3.7	22.2	18.5	37.0	14.8	96.3
	State	1.8	4.3	16.4	23.0	38.5	15.9	98.2
Spelling	School	7.4	11.1	44.4	11.1	7.4	18.5	92.6
	State	4.0	9.6	18.4	20.8	20.1	27.1	96.0
Grammar & Punctuation	School	3.7	3.7	22.2	29.6	18.5	22.2	96.3
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	7.4	7.4	33.3	25.9	11.1	14.8	92.6
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

Our Year 3 results are quite pleasing with most of the students at or above the national minimum. Only one student was below the national minimum in Reading, Writing and Grammar and Punctuation. The teaching staff is constantly evaluating their teaching and learning strategies and will continue to aim to improve these results in the future.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	6.5	32.3	19.4	22.6	6.5	12.9	93.5
	State	4.6	15.0	20.7	21.8	20.5	17.5	95.4
Writing	School	3.2	9.7	29.0	32.3	16.1	9.7	96.8
	State	5.8	8.7	32.6	31.5	15.2	6.2	94.2
Spelling	School	6.5	19.4	25.8	16.1	25.8	6.5	93.5
	State	4.5	10.4	20.0	25.2	27.0	12.9	95.5
Grammar & Punctuation	School	19.4	19.4	25.8	12.9	12.9	9.7	80.6
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
Numeracy	School	3.2	32.3	35.5	12.9	9.7	6.5	96.8
	State	3.0	15.3	25.3	25.6	16.6	14.1	97.0

Overall we are pleased with the Year 5 results with the vast majority of this large class at or above the national minimum, with the exception of Grammar and Punctuation. Our students' poor performance in this area is quite surprising and subsequently this will be an area of intense focus in 2016.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Students with Disabilities

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

At St Joseph's we believe that behaviours are learnt and can be taught. As teachers we need to work with children and provide them with guidance and support.

The Behaviour Expectations in our school are:

1. Right Time, Right Place, Right Task
2. Look, Listen, Follow Through
3. Body to Self
4. Kind Words and Actions

These expectations provide the framework for all behaviours at St Joseph's School. They are taught explicitly and are constantly reinforced in the classroom and on the playground and are adapted to suit the developmental stage of the children.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

When an incident of bullying occurs, the procedures outlined in the policy are followed.

Complaints and Grievances

The Diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Joseph's Catholic Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

The staff at St Joseph's School provides students with many opportunities in order to promote respect and responsibility through:

- **Peer Support:** Lead by the Year 6 students under the guidance of their teachers. This program was run in Term 3 and the theme was 'Positive Relationships'. Students from Kindergarten to Year 6 participated in thirty minute sessions with the Year 6 students responsibly conducting lessons associated with the theme.
- **Making Jesus Real:** This whole school 'way of life' focuses on respect, fairness and resilience and uses Jesus as a model to teach children to be better members of their community. Each fortnight there is a different emphasis and this is reflected upon in all classes from Kindergarten to Year 6.
- **Restorative Practices:** Regular 'restorative circles', as part of school practice, provide opportunities for the promotion of our school based rights and responsibilities as named in the behaviour management policy.
- **Mini Vinnies:** St Joseph's student leaders enthusiastically attended meetings at school in order to coordinate fundraising events to raise money for those less fortunate. They also visited the elderly during Thursday lunch times to provide friendship and respectfully listen to stories from the past.
- **School Gardens:** All students are encouraged to look after their class gardens throughout the year – watering, weeding, sowing the seeds and harvesting the produce. Under the guidance of the school's groundsman, they have created a sustainable garden that is well established and a great asset for our school.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies: Homework, Parent Handbook, Staff Handbook, Attendance and Student Leadership.

We formulated new school policies for Science and Technology and History. Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

St Joseph's Parish Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

This year at St Joseph's we achieved the following:

- Effectively implemented the use of Chrome Books from Year 1 through to Year 5 as the first phase of the Chrome Book roll out. Digital technology is embedded in classroom practice through the use of Google Docs, Google Apps and online learning portals such as Mathletics and Reading Eggs.
- The roles of the Literacy/Numeracy focus teachers have been invaluable in ensuring that each child experiences learning success. Focus teachers have worked 'shoulder to shoulder' with classroom teachers in order to support them, model best practice and monitor student intervention programs.
- The MJR (Making Jesus Real) philosophy and practice has been embedded into the culture of St Joseph's School.
- Data Walls are now being used to track all students on the Literacy and Numeracy continuums. Data Walls are in the staff room for all staff to see the progress of students; they also generate a lot of professional discussion and focus for staff.

Priority Improvements for 2016

- **To strengthen the bonds between St Joseph's Parish School and St Patrick's Parish.**
Strategies to achieve this target include:
 - Greater interaction between parishioners, staff and students through invitations to special morning teas and other school functions.
 - More celebrations of children's Masses on weekends.
 - Encouraging informal visits to the school by members of the Parish Council.
 - Strengthening the link between the school and parish for the involvement of parishioners in the preparation of children for the reception of the Sacraments.
- **To embed new practices in our Mathematics lessons and to improve mathematical understanding for all children.**
Strategies to achieve this target include:
 - Reviewing our current Agreed Practice for Mathematics
 - Using assessment to drive learning
 - Creating engaging lessons by using more 'hands on' equipment
- **To improve the teaching of Spelling and Grammar and Punctuation across the school.**
Strategies to achieve this target include:
 - Seeking professional learning opportunities associated with the best practice for teaching explicit lessons.
 - Putting the knowledge into practice.
 - Using a wide range of strategies and multimodal resources to engage students in learning.

PARENT, STUDENT AND TEACHER SATISFACTION

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

Parent Satisfaction

It is evident through positive feedback that our parents are very satisfied with the performance of the school in regard to the spiritual, academic and social development of their children. Our parents believe that St Joseph's School helps their children develop a knowledge and understanding of Catholic tradition. They feel that they are very welcome at our school and that they are provided with many opportunities to become involved in school activities. Parents feel that St Joseph's provides a safe and supportive environment and that the teachers are striving to provide the best possible learning environment for their children. They believe that the school effectively communicates information about activities and events in a timely manner.

Student Satisfaction

The vast majority of our students are proud of their school. They feel safe and supported at school and understand their rights and responsibilities. Most of them are engaged in learning and the various aspects of school life. They believe that their class teachers care about them and help them to learn to the best of their ability. Many students appreciate the various sporting opportunities that are available throughout the year and are always eager to represent their school at the higher levels of competition. They indicated that they appreciate the many opportunities available to them at St Joseph's and are especially excited about their new Chrome Books.

Teacher Satisfaction

Most staff indicated that they enjoyed working at St Joseph's School during 2015 and that the school had a positive atmosphere. Most staff members believed that they were provided with more than adequate opportunities to develop professionally. A goal for 2016 will be to increase collaboration amongst all staff and embed the high yield strategies of learning intentions, success criteria and learning walks which were implemented this year.

FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME			RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Grants	Recurrent	\$403,125	Capital Expenditure	\$27,111
Government Capital Grants		\$0	Salaries and Related Expenses	\$1,650,764
State Recurrent Grants		\$1,400,901	Non-Salary Expenses	\$567,843
Fees and Private Income		\$184,127	Total Expenditure	\$2,245,719
Other Capital Income		\$29,194		
Total Income		\$2,017,347		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non-salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.