



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Joseph's Primary School, MERRIWA

Marquet Street, MERRIWA 2329

Principal: Mrs Helen Whale

Phone: 6548 2035 Fax: 6548 2782

Email: admin@merriwa.catholic.edu.au

www.merriwa.catholic.edu.au

About the Annual School Report

St Joseph's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is with great pleasure that I present the 2015 Annual School Report for St Joseph's Primary School Merriwa. The school community of St Joseph's is very proud of the achievements made in 2015 and I commend to you this report as testimony to the wonderful educational institution that it is.

St Joseph's Primary school is a small, rural Catholic school situated in the Upper Hunter town of Merriwa. Its mission is to be a community of Catholic faith where the uniqueness of each child is nurtured and valued; where students are empowered and challenged to become lifelong learners with optimism and hope for the future. The school achieves its mission by working together with students, families, parishioners and members of the wider community to provide a holistic education to all students. Gospel values support all school policies and procedures. We teach students by example to become problem solvers and forward thinkers and to demonstrate an appreciation of our environment and our responsibility for its preservation.

Strong programs in each Key Learning Area are delivered to all students. In 2015 the school continued its participation in the State Action Plan to raise the level of student achievement in Literacy and Numeracy. The appointment of a Lead Teacher in the Infants years has enabled the teachers to work collaboratively to collect and analyse student learning data and plan strategically to support all students to achieve a higher level of learning. This is imperative to the educational mission of our school.

The establishment in 2015 of a Professional Learning Community across the school gave cause to reflect on and enhance the links within the school community which are maximised when the planning and practice of teaching and learning is performed in a collaborative and targeted manner. Infants and Primary Professional Learning Teams are focussing on best teaching practice and collecting and analysing data to inform teaching so that all students are experiencing higher levels of learning. We are working to continue to strengthen the learning partnership between students, teachers and parents. Lifelong learning is what we are about. There is no end point to the learning and no endpoint to the effort and no endpoint to the collaboration and partnership and support of one another on this journey.

I would like to express my gratitude to the wonderful, hardworking teachers at St Joseph's and to the parents who continue to work with us in our provision of quality education.

Parent Body

2015 has seen the P&F continuing to support St Joseph's, contributing extensively to the school and most importantly to supporting the students. The P&F has continued the momentum of previous years to bring together the school community through initiatives and events.

We have worked in a positive and productive way with the principal and staff of St Joseph's school to ensure that the voices of parents have been heard.

The *St Joseph's School Camp Draft and Fete* is our major fundraiser each year. It not only raised a vast sum of money but also continued to raise the profile of the school in the local community in a very positive way. A huge thank you to the P&F committee helpers, members and local people their tireless efforts in ensuring its success.

There were many other fundraising and social activities organised by the Parents and Friends Association in 2015. These events raised differing amounts of money but more importantly continued to build a sense of community within the school.

The P&F contributed financially to various projects the most significant of which was the purchase of outdoor seating for the top playground. We also funded the visiting Maths workshop which the children enjoyed immensely and learned a lot along the way.

Many parent volunteers support the school, in a multitude of ways both in and outside the classroom. A tremendous amount of goodwill is present in the parent body which is one of the contributing factors to making St Joseph's such a great school.

Student Body

The year six leaders of 2015 have had a fantastic time at St Joseph's school Merriwa. We have taken pride in our school and leadership role all the time. We have created fundraisers for our Year 6 present to the school, including pancakes on Shrove Tuesday and Mother's Day Breakfast. Throughout the year we have helped to organise many fundraisers including Catholic Mission, The Nepal Earthquake and the St Vincent De Paul fundraiser.

We have taken pride in many different community days including our school Camp draft and fete day, ANZAC Day, Remembrance Day and Christmas Carols. We also regularly go to church as a whole school community.

Throughout our time at St Joseph's we have learnt so many things including respect for others, being caring, loving, kind, sharing, sportsmanship and how to be a fantastic leadership team. We have also learnt that our leader's badge is not a right, it is a responsibility.

When Stage 3 went to Canberra on their excursion, we all showed fantastic leadership and sportsmanship. All venues gave our teachers great feedback about our behaviour.

We are so grateful for all that has helped us at our time at St Joseph's! Our teachers have been great instructors and role models for us. Our parent community has also supported the school and therefore us. We are very grateful for every experience we have had here.

By St Joseph's 2015 Student Leaders.

SCHOOL FEATURES

History of the school

St. Joseph's Primary School is part of the St Anne's Catholic Parish, Merriwa. The school was founded in 1883 by the St Anne's Parish and then in 1885 the Sisters of St Joseph took up residence in Merriwa and assumed responsibility for the education of the children at the school. They were the first Foundation formed from Lochinvar, which had come into existence only two years earlier in 1883.

School records go back to 1886. The total enrolment was 77 - 39 girls and 38 boys. On 25th November, 1928, Bishop Dwyer blessed the new school in Marquet Street. On 31st January, 1954, Bishop Toohey blessed the new infants' classroom and on 19th January, 1961, blessed the new school building of three classrooms. Secondary classes operated at St Joseph's Merriwa from the early 1950's to 1968. In 2008 the Honourable Joel Fitzgibbon opened and Fr Des Harrigan blessed the new Kindergarten classroom giving the school a total of four classrooms. For over 130 years, St Joseph's Catholic School has provided quality education to the children of the Merriwa district.

Location/Drawing Area

St Joseph's School Merriwa is located in the rural township of Merriwa in the New South Wales Upper Hunter area. It is the most western school in the Maitland-Newcastle diocese. The students travel from within the town limits, as well as from outlying rural properties. Students travel from Cassilis to the west, as well as Gungahlin to the east.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's Primary School Merriwa's mission is to be a community of Catholic faith, where the uniqueness of each child will be nurtured and valued. Where students will be empowered and challenged to become lifelong learners with optimism and hope for the future. There were many opportunities for students to celebrate Catholic mission and identity at St Joseph's school. Daily prayer, Opening School Mass, Commissioning Mass Participation in the Diocesan 'Way of the Cross', liturgies for St Joseph's Day; Vinnies; Lent and Easter; NAIDOC Week; Grandparents Day ; Mission Australia; Mother's and Father's Day; End of Year; and Year Retreat are examples of these opportunities. Wherever possible the school community attended significant parish liturgical celebrations. Each week the students reflect on the Sunday gospel and apply the salient message to their everyday lives. Many parents share this Liturgy with the students. Staff members also gather for prayer which focuses the Gospel message to their personal and school lives. The staff attended a spirituality day and the Diocesan 'Called to Serve Mass' with other staffs from across the diocese at the commencement of the year.

Family, Parish and Diocesan evangelising and catechesis

A positive relationship between the school and Parish continues to be a high priority at St Joseph's school. The Sacramental program is supported by the school and prepares children from all schools.

During Catholic Schools Week students and teachers prepared displays for the main street to highlight the Catholic identity of the school. The Year 6 leaders made their service pledge and staff were commissioned at the Sunday Parish Mass. A CSW dinner was celebrated with parents, staff and parish members. The fortnightly school newsletter was placed in the church and in the local newspaper. Students serve on the altar at weekend Masses and other special Masses. Students work is displayed in the Church as well as on display in town for the Merriwa Show and The Festival of Fleeces. Parish members were actively involved in the school as reading helpers. The school supported the local St Vincent de Paul Society through its appeals. Combined school – parish working bees are well attended. as is the annual school Lenten program which is well attended not by only parishioners from St Anne's Parish but from the other local churches.

Christian Discipleship

Prayer and reflection begin all meetings and gatherings. In 2015 the staff attended a spirituality day, Richard Leonard, a Jesuit priest, was the keynote speaker. He spoke about three things we need to develop - a sane take on Jesus; an ability to make good decisions and a mission to change the world. The newsletter each fortnight has an inspirational reflection/prayer. At the end of each year, Year 6 participates in a retreat. During this retreat the Year 6 students take time to reflect on their years at school and what direction they see themselves and their friends going. As many of our students go to different high schools it is a wonderful day where they reflect on their gifts - the gift they are to people, the gift people are to them and how they can use their gifts to help spread the Gospel values. Towards the end of the year the staff began work with the Education Officer – Spirituality from the Catholic Schools Office, to set goals and directions for the coming year. The staff also participated in an afternoon retreat on the Beatitudes.

Religious Education and Curriculum

Religion lessons at St Joseph's follow the curriculum set by the Maitland–Newcastle Diocese. All class teachers are responsible for the teaching of Religious Education in their classes and are formally accredited to teach Religious Education or are in the process of satisfying the academic requirements needed for accreditation. Each class has a structured lesson that develops the knowledge and understandings of Catholic faith. Class and school liturgical, sacramental and prayer celebrations form an important aspect of the Religious Education curriculum. Currently Stage 3 is using new units of work, written by the diocese. Other Stages will implement the new units as soon as they are available.

Below is a summary of the RE test results for 2015. 8 students sat the test.

2 Distinctions- 25%

5 Credits- 62.5%

1 Participation – 12.5%

Average 2015: 59% Increase of 4% on 2014 results.

Religious literacy is a priority in the classroom with added resources and support given to teachers and students. Teachers attend relevant professional development on the Religious Education curriculum..

Initiatives Promoting Respect and Responsibility

Service to the wider community is an important aspect of our faith development at St Joseph's. As such, Mission Day is a major event on the yearly calendar, held on the last day of Term 3. We also ensure an annual visit from Catholic Mission to help the students to understand and focus on the importance of giving and to set a goal that will be of great material benefit to those who are suffering. During Lent each family and classroom is given a Project Compassion donation box. The local Vinnies appeal is supported on two occasions throughout the year - the Winter and Christmas Vinnies appeals.

As part of our end of year activities the school visits Gummun Place Hostel for the Aged and the Merriwa Hospital, to sing carols and spread some Christmas cheer, as well as carolling in the main street and at local business houses.

Students return early from holidays to represent the school for Australia Day and ANZAC Day as these days are recognised by the school community as important civic events. Even though these days are public holidays the school and its members accept their responsibility as citizens.

Students also perform and entertain at the local Senior Citizens Week activities.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
2	4	6

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Joseph's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	9
Year 1	14
Year 2	10
Year 3	9
Year 4	9
Year 5	9
Year 6	9
Total	69

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92.34	93.90	93.90	89.94	94.69	94.28	93.21	93.12

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

Student welfare at St Joseph's Merriwa is informed by the Diocesan Pastoral Care Policy. The School's Vision Statement underlies all policies and practices within the school.

St Joseph's School endeavours to provide for each member of its community – students, parents, staff, and parishioners – the experience of high quality interpersonal relationships of care and support.

In caring for each other we model the values of the Gospel as an example to all those with whom we come into contact. We recognise that fostering positive relationships is an important means of achieving a happy and productive school environment.

Given its importance, Student Wellbeing is an agenda item at every staff meeting. Student welfare is supported by St Joseph's Anti-Bullying policy as well as its Behavioural Support and Special Needs Policies. These policies outline the rights and responsibilities of students as well as procedures followed for inappropriate behaviour. Counselling services were obtained through the CSO school counsellor who visited the school on a tri-weekly basis.

Copies of these policies are available from the school office upon request and on the school website.

Discipline Policy

Discipline at St Joseph's is supported by the Behavioural Support Policy which is aligned to the Restorative Justice philosophy. This policy provides a framework for building relationships and managing behaviour. The policy aims to promote Gospel values, develop self-esteem, encourage responsibility, protect rights and model respectful behaviour.

The school has developed and implemented a Positive Behaviour Framework across all grades in the school. This framework is designed to enable children to engage with their learning more effectively by being taught the skills to be ready to learn. School wide systems are in place to ensure consistency of expectations and consequences for not meeting the expectations. The School's Behavioural Support Policy was rewritten in 2014 and is under the umbrella of the School Pastoral Care Policy along with the following documents:

- Anti- Bullying Policy
- Procedural Fairness Policy
- Positive Behaviours Framework.

Copies of these policies are available on the school website and from the school office upon request.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

- Identify and implement successful strategies for targeted students who are not achieving expected learning goals in English and Mathematics. Evidence of age appropriate reading levels for all students or as per individual learning plan. Improvement in Mathematics proficiency as evidenced by movement along the Maths continuum.
- Investigate and resource quality Creative Arts (drama and music) teaching in the school.
- Optimise opportunities for communication and dialogue with parents on educational matters

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Through the establishment of collaborative professional learning communities and teams the teachers have been able to plan for regular effective assessment of all students' learning in English and Maths. This data has been analysed and used to plan future teaching. The employment of a leading teacher through the State Action Plan has provided support to the teachers and students in the process of targeted intervention. Through this intervention great improvement has been realised in the areas of reading and comprehension. Students in K-Year 3 have met their reading goals as per the standard PM benchmark level or the level targeted through the Individual Learning Plan. A similar process has been adopted in the primary classes.</p> <p>The designation of one teacher at the school to be the designated Maths champion, has raised the profile of Maths teaching and learning. The "champion" has attended very good quality PD and in turn has delivered this to the other teachers in the school. The introduction of PAT Maths assessment has enabled the teachers to identify a starting point for all students from which to measure future growth.</p>	<p>Priority in 2016 will be given to the improvement of writing skills across all grades in the school. There is a need to develop both the quantity and quality of student writing. Writing within a pre set timeframe is not a skill the students have developed well. Increased writing output in all KLAs will be a focus throughout the year. Clear guidelines of the criteria used to assess writing skills will be made transparent to the students and they will engage in activities to learn what writing success looks like including collaborative planning as well as self and peer assessment.</p>

<p>The Creative Arts program has been given a great boost at the school through the engagement of the Diocesan ASPIRE program to assist in the teaching of Drama and Dance skills. The students have participated very well in this program and their movement and coordination skills have increased greatly. Students' confidence has increased as is evidenced by their improved ability to engage in public speaking, impromptu conversation and participation in class. Through the introduction of the Diocesan ASPIRE program at school level, students have experienced not only an appreciation of the arts but also have developed skills which allow them to work more effectively in groups, discipline to practice and persist in tasks, problem solving and attention to detail. Students have enjoyed the experience of attending two live performances during the year.</p> <p>A number of students have joined further external groups to pursue Creative Arts as a result of this experience. Teaching staff have further developed their skills to increase their knowledge and understanding across all areas of creative arts.</p>	<p>Improving Mathematics performance at St Joseph's is a key priority. By participating in the Choose Maths program we plan to focus on differentiation of Maths and goal setting across the stages with an emphasis on providing opportunities to extend the learning through the increased use of open ended questioning and problem solving.</p>
<p>Communication with parents to enhance relationships and understanding of the value of school education saw parent engagement improve steadily. Parent information evenings, parent - teacher interviews, curriculum sessions at Parents and Friends meetings as well as social working bees, open days in the classrooms as well as an invitation to all new parents to transition days and parent information session for new students- parents sessions included the following topics: "Curriculum" in the first Years; Emotional Wellbeing and Social Skills; Literacy and Numeracy; All you need to know about the routines and procedures at St Joseph's; Timely advice for parents from -Speech Therapist, Occupational Therapist and the "Eat it to Beat It" team. Parental involvement in school events such as swimming lessons, individual reading programs, science experiments, visual arts and interest groups. This has enabled our parents to develop a positive relationship with staff and models for the students the collaborative nature and value of learning.</p>	<p>Increased parent participation in process of goal setting with teachers and students. Develop parent competence in supporting the school in raising the level of student learning.</p>

Academic Achievements

Students at St Joseph's school are encouraged to become lifelong learners; we offer our students a vast range of learning opportunities. The teachers, with the assistance of the Learning Support teacher and Learning Support assistants, encourage all students in this pursuit.

Students were encouraged to participate in a range of competitions such as the Newcastle Permanent Maths Competition, Poetry competitions as well as writing competitions and Science competitions.

The senior class participated in the Upper Hunter Science Discovery Day. This was a challenging competition and students enjoyed competing against schools across the region. This allowed the students a forum to

creatively problem solve, work as a team, be open to the ideas of others and to value the importance of science in their lives. This opportunity was of great benefit to all students especially those requiring extension to the regular curriculum.

Stage Three students competed in the Newcastle Herald competition. This was again a learning highlight as the children honed their writing skills in a relevant and realistic way. One of their articles was awarded "highly commended".

Public Speaking was a major focus as each child participated in a whole school public speaking competition. The winners at school level went on to compete against all the other Catholic schools' winners in a regional competition. The skills of St Joseph's children were again strengthened by this experience.

The senior class put their public speaking skills to great use in the Diocesan Debating Competition and performed very well at school and Regional level.

All students participated at a school based level in Maths Mentals Bee and Spelling Bee. From this student: were selected to compete at a Diocesan Regional level.

One Stage 3 student was awarded local and regional 1st place in the CWA Country of Interest Competition. This entry is now being judged at state and national level.

Another Year 6 Student was a finalist in the Upper Hunter Shire's "Mayor for a day" writing Competition.

Cultural achievements

The students at St Joseph's presented a school play in September to the school and wider Merriwa community. The audience was entertained by the quality acting as well as singing and dancing from all students

The students entertained the local community prior to Christmas with their carolling in the local shopping centre. The residents of the local aged care facility and hospital were also entertained by our students.

Students represented our school at many civic occasions such as ANZAC and Remembrance days, Australia Day, Relay for Life and the annual Merriwa Festival of the Fleeces. The students also participated in a local farm safety workshop run by the local Merriwa Show Society.

Many students learn an instrument at school, through the Upper Hunter Conservatorium of Music. All students had the opportunity to participate in the Kia-Ora Music camp - 3 days of intensive workshops in singing, dance and band playing.

The local community "Little Sprouts Day" was a great opportunity for the students to celebrate literacy at a community level. Grandparents Day and Mothers and Fathers days provided addition opportunities to engage in literacy experiences with the wider community.

Sporting achievements

Swimming, cross country, athletics and horse sports were the main sports offered at competitive levels. A carnival was held for each, using our own or local council facilities. All students were given the opportunity to excel at their age level. A team of St Joseph's students was selected to compete in the Regional and Diocesan Swimming, Athletics and Cross Country carnivals. From this there were two school competitors at Polding level of competition.

Participation in Horse Sport Events by Primary students was very high. Many of the St Joseph's students excelled in their individual events and as a team were very successful.

St Joseph's Merriwa hosted the fourth annual St Joseph's School Junior Campdraft. This was a great success and afforded our children the opportunity to compete and display their riding skills to the wider community.

The students were very fortunate to participate in the Top Shots tennis program in the Winter months.

Several students attended netball and football trials for preselection to Diocesan carnivals.

All students participated in combined schools mixed sport workshops as well as Rugby League and Touch football workshops.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. 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 tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	37.50%	71.10%	25.00%	12.90%
	Writing	28.57%	75.80%	14.29%	9.30%
	Spelling	42.86%	65.20%	28.57%	16.70%
	Grammar	42.86%	73.20%	28.57%	12.60%
	Numeracy	71.43%	60.80%	28.57%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33.33%	57.90%	33.33%	20.00%
	Writing	11.11%	52.40%	22.22%	19.50%
	Spelling	44.44%	60.80%	22.22%	14.60%
	Grammar	44.44%	60.90%	33.33%	18.60%
	Numeracy	22.22%	55.80%	33.33%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	8
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	5
Grand total	13
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

88%. One teacher left full time teaching during the 2015 school year.

Professional Learning Undertaken

Professional Learning Communities - Whole staff

Professional Learning Communities - Teachers

Professional Learning Communities - Executive staff

Religious Education:

- Faith Story Witness
- Early Stage 1 Syllabus update
- K-12 syllabus
- Spirituality Day with Richard Leonard

Mathematics

Strand by substrand tour of the Maths Curriculum

Understanding the Numeracy Continuum

Making sense of Fractions and Decimals and problem solving with Doug Clarke and Anne Roche

Professional Development for Maths Champions

English:

Planning units for the New English Syllabus

Cued articulation

Connecting our Learning - Geoff Masters

Assessment for, as and of learning

Consistent teacher judgement

Data analysis workshop

Disability standards for education

Learning support

CPR and Emergency Care

Anaphylaxis training

Child protection training

Core classroom behaviour management skills

Cyber safety workshop

Librarian conference

Mentor training

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff 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 staff.

Parent Satisfaction

St Joseph's School is well respected in the Merriwa and wider community. The students and staff are proud of their school and enjoy their association with it. Parents attend extracurricular school activities in good number, such as Parents and Friends meetings, voluntary classroom helpers, working bees, fund raisers, social events and representing the school at civic functions. The school is called upon to perform various civic roles within the wider community which is testament to the pride the community has in the school. The Parents and Friends Association is very well supported by parents in its efforts to assist the school.

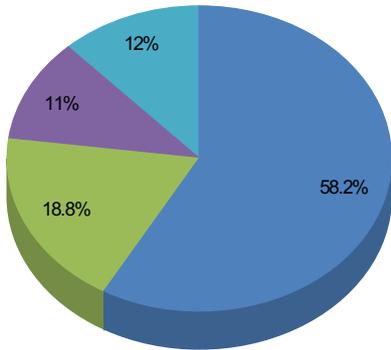
Student Satisfaction

The students and staff are proud of their school and enjoy attending daily. The attendance record shows very little time out of school. Students attend extracurricular school activities in good number, such as working bees, fund raisers, social events and representing the school at civic functions. The school is called upon to perform various civic roles within the wider community which is testament to the pride the community has in the school. The students are proud to take up this challenge. Students look forward to reaching Year 6 when the whole student cohort becomes part of the leadership team. Along with the principal and their class teacher the Year 6 leaders have a very active role in helping the school to run smoothly on a day to day basis, organising student fundraising for charities, being buddies for the Kindergarten students and role models for the whole school community.

Staff Satisfaction

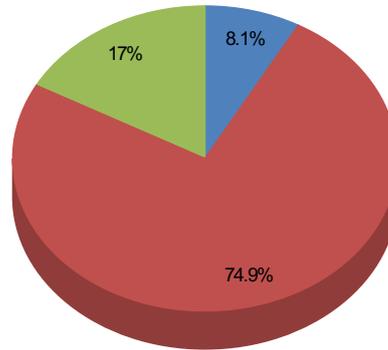
Staff rollover from 2014 – 2015 was 88%. The teaching and non teaching staff report good job satisfaction. The staff enjoy the collaborative nature of the school and its organisation. All staff members are encouraged to participate in decision making processes and their feedback is actively sought after all events conducted at the school. Staff meetings are very well attended and staff have an active role in these. This along with anecdotal feedback from staff indicates that the staff is very satisfied with the operation of the school.

Income



- Commonwealth Recurrent Grants (58.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (11%)
- Other Capital Income (12%)

Expenditure



- Capital Expenditure (8.1%)
- Salaries and Related Expenses (74.9%)
- Non-Salary Expenses (17%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$696,543
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$225,074
Fees and Private Income ⁴	\$131,537
Other Capital Income ⁵	\$143,024
Total Income	\$1,206,943

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$89,656
Salaries and Related Expenses ⁷	\$829,951
Non-Salary Expenses ⁸	\$188,913
Total Expenditure	\$1,108,520

For the 2015 year the St Joseph's Primary School received \$10,765 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Helen Whale

St Joseph's Primary School

MERRIWA

Phone: 6548 2035

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>