

# ANNUAL SCHOOL REPORT

# 2012

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Joseph's Primary School, **MERRIWA**

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## About the Annual School Report

St Joseph's Primary School is registered by NESA 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 2017 and gives information about 2018 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

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## Principal's Message

It is with great pleasure that I present the 2017 Annual School Report for St Joseph's Primary School Merriwa.

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 2017 the school continued its participation in the State Action Plan to raise the level of student achievement in Literacy and Numeracy. This program 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 continuation of a Professional Learning Community culture 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.

Our strategic Plan this year focussed on 3 areas: Wellbeing, Reading and Problem solving in Mathematics. Much has been achieved in all of these areas. The partnership with ACU enabled us to implement and Monitor the BounceBack resilience program across the school; partnership with MU has enabled us to continue working on the Choose Maths program across the school and with parent education sessions as well. The teaching of reading in the Infants classes has been targeted by the State Action Plan along with the teaching of mathematics.

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

## Parent Body

As the President of the P&F, it gives me great pleasure to present this report on behalf of the St Joseph's Parents and Friends Association.

This year has been another tremendous year for the P&F, with great support provided to the students and teachers of our great school.

Through your support we have been able to continue to support the learning of students this year, and build an inclusive, relevant and up to date place for the learning, exploring and developing new skills outside of core learning outcomes both now, and into the future. The investment into STEM (science, technology, engineering and maths) is but one example of this new field of development.

Our annual St Joseph's Fete and Campdraft again drew a fantastic crowd, with record financial takings recorded which have been invested into the future of our school as a result.

The parents and friends of our school have ensured that the weekly Canteen services the needs of our students, providing an opportunity to be financially aware, have a healthy variety of diet, as well as hopefully relieve some lunch making strain at home once a week.

Our Mothers Day, Fathers Day and Grandparents Day BBQ's were well attended, and we saw great gatherings at both events recognising and celebrating the Mums, Dads, Grandparents and even Great Grandparents that provide such vital support to our students. The St Joseph's Street Stall in support of our parish was also well supported with donated goods being sold to assist in the upkeep and running costs of our parish.

Our school grounds have been maintained to precision thanks to the working bee participation by parents and friends of our school, and through the financial support provided by the P&F finances to fund our grounds keeper.

Volunteers have given their time in supporting learning in our school classrooms, in reading, in mentoring students, cleaning the Aberdeen Bus, in assisting at athletics, cross country and swimming carnivals, school excursions, music, cooking, preparing, shopping and serving at the canteen, donating goods, services, time and expertise. We have been well supported with sponsors, local and far afield that have gone out of their way to support our key events, and maintain quality education for our students.

I hope that our work behind the scenes continues to make the school, a better place to be, with fun, exciting opportunities around every corner for every student.

To all the patient, talented staff, thank you for allowing us to be a part of your days, and allowing us to share in the development of these very talented students.

I would also like to formally acknowledge the tireless work of our P&F executive team that has worked hard alongside all the P&F to make this year such a success.

It takes a village to raise a child, and we look forward to working with all the staff at St Joseph's to make 2018 another year of growth for the students of St Joseph's.

## Student Body

Being school leaders made Year 6 a year to remember. We learned so much about being leaders and we will take these lessons on with us through life. We learned that leadership is not about being the bosses of the school but about setting a good example for the younger students to follow, ensuring that St Joseph's is a safe and happy place where children want to go to and where they are able to learn. It took us six weeks of leadership training before we received our badges. The Mass we attended to have the leaders' badges bestowed on us was a very proud occasion.

The wonderful teachers at St Joseph's with whom we have worked since Kindergarten have taught us life long lessons. We learned the importance of respect, acceptance and being true to yourself.

We conducted many fundraisers over the year. We started off the year with an emergency close to home with the Sir Ivan bushfires just 50 kms away. Many of our families were affected, either on farms or in the emergency services. We organised fundraising as well as card making to surprise the firefighters in their lunch packs. we even made ANZAC biscuits to go to the BLAZE-AID camp to feed the workers who were building new fences.

Catholic Mission, St Vincent de Paul and St Joseph's school also benefited from our fundraising efforts at the Mother's Day breakfast, Pancake Tuesday, talent quests and cake stalls.

Collaboration was at its best when we worked as a team to design the Year 6 T-shirts. We needed responsibility, team work and organisational skills. Working together on developing these skills left us with deeper friendships and terrific shirts to wear from an earlier date than any Year 6 group before us.

By St Joseph's 2017 Student Leaders.

## SCHOOL FEATURES

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### 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. The Sisters of St Joseph continued a teaching presence at the school until the early 1990s.

In 1886, the total enrolment was 77 - 39 girls and 38 boys. On 25th November, 1928, Bishop Dwyer blessed the new school in Marquet Street. In 1954, Bishop Toohey blessed the new infants' classroom and in 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. In 2016 the school gained a new library which boasts state of the art facilities. 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 Shire Council area. It is the most western school in the Maitland-Newcastle diocese. Students travel from within the town limits, as well as from outlying rural properties. The villages of Cassilis to the west, and Gungal to the east are served by this school. Although the geographical drawing area dwarfs other Diocesan urban schools, the population within the drawing area is small as is the school enrolment (2017 - 56 students). Neither the small population nor the 180 odd kilometre distance to our Newcastle based Catholic Schools Office can dampen the St Joseph's School Community's passion for education. St Joseph's Primary School Merriwa is a small school with a big heart!

## Catholic Identity and Mission

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### 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, liturgies for St Joseph's Day; Vinnies; Lent and Easter; NAIDOC Week; Grandparents Day; Mother's and Father's Day; End of Year; and Year 6 Retreat as well as helping the community wherever we find a need. Wherever possible the school community attends 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 gathered for prayer which focused the Gospel message to their personal and school lives. The staff attended the Diocesan 'Called to Serve Mass' with other staff from across the diocese at the commencement of the year and participated in a Lenten Program which is attended by parishioners.

### 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 in the area.

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 at the Sunday Parish Mass. A Catholic Schools Week dinner was celebrated with parents, staff and parish members. The fortnightly school newsletter was placed in the church and in the local newspaper. Students served on the altar at special Masses. Students worked on displays in town for the Merriwa Show and The Festival of Fleeces. Parish members were actively involved in the school and at school events. The school supported the local St Vincent de Paul Society through its appeals. Combined school – parish working bees were well attended by school staff and parish members.

### Christian Discipleship

Prayer and reflection begin all meetings, gatherings and the parent newsletter. In each prayer there is a call to action. At the end the school year, Year 6 students participated in a retreat. During this retreat the Year 6 students took time to reflect on their years at school and what direction they see themselves and their friends going. It was a wonderful day where they reflected on 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. Our weekly liturgy provides opportunities for students, staff and parents to reflect on the message of the Gospel. Each week this was facilitated by a staff member who unpacks the Gospel message. A relevant hymn/song, is also used to help staff and students fully understand the Gospel message of the week. Throughout the teaching of Religion, students are given the opportunity to reflect and participate in meditations which allows for the formation and development of their own spirituality. Each classroom and the staffroom has a sacred space designed and refreshed regularly.

### 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 structured lesson 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. In 2017, all classes used the new units of work, written by the diocese.

Below is a summary of the RE test results for 2017.

7 students sat the test

4 Credits- 57%

3 Participation- 43%

Average 2017: 39.2%

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. We supported Catholic Mission and helped the students to understand and focus on the importance of giving and to set goals that would be of great material benefit to those who are suffering. During Lent each family and all classrooms were given a Project Compassion donation box. The local Vinnies appeal was supported on two occasions throughout the year - the Winter and Christmas Vinnies appeals.

The students visited 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 in the 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 are encouraged to accept their responsibility as citizens.

The School student leaders organised fundraisers for local and wider community needs for example the Sir Ivan Bush fire appeal.

## Student Profile

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

LBOTE*	SWD*	Indigenous
4	6	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 2017

Scholastic Year	Number of Students
K	6
Year 1	7
Year 2	8
Year 3	12
Year 4	7
Year 5	9
Year 6	7
Total	56

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
86.84	90.40	90.40	94.36	90.48	88.72	93.70	90.85

## 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

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## 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 provided for each member of its community – students, parents, staff, and parishioners – a sense of belonging. In caring for each other we model the values of the Gospel 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. In 2017 the school began teaching the BounceBack program in collaboration with ACU as part of a research project. The program teaches students to be resilient and aims to positively impact student wellbeing. Student welfare is also supported by St Joseph's Anti-Bullying policy as well as its Behavioural Support and Special Needs Policies. Counselling services were obtained through the CSO school counsellor who visited the school on occasion.

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 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

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## School Improvement Plan

- Priority in 2017 continued to be given to the development of writing skills across all grades in the school. Emphasis was placed on the quantity and quality of student writing. Clear criteria used to assess writing skills was made transparent to the students and they engaged in activities to learn what writing success looks like including collaborative planning as well as self and peer assessment.
- Improving Mathematics performance at St Joseph's was a key priority. By participating in the Choose Maths program we focussed on problem solving skills and differentiating the teaching to cater for all levels of ability and achievement.
- Wellbeing was also a major focus for the school.. All teachers trained in the Bounce Back Program and commenced the research partnership with Australian Catholic University supported by the Where There's a Will Foundation. Weekly lessons focussed on building resilience - bouncing back from set backs. Students have been learning to be more mindful of their wellbeing. Parents, teachers and students have worked together to achieve success in building wellbeing of our school community. Improved wellbeing will reap rewards in academic success over time as well.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Through the ongoing development of collaborative professional learning communities and teams, the teachers have planned for regular effective assessment of all students' learning in English and Maths. This data has been analysed and used to plan future teaching. The continued 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. An increasing number of 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>All teachers continued to employ the 7 Steps to Writing Success methodology to develop a rich understanding of the writing process. Writing skills have continued to improve to produce increased quality and quantity for most students.</p>	<p>Continue to develop skills to enhance personal wellbeing and to foster an awareness of the wellbeing of others. Well-being is closely tied to students' readiness to learn. The national suicide rate is alarmingly high for young people and in particular rural youth. Kidsmatter Framework and Bounceback program will continue to be a focus in 2018. It is our goal to see these skills increasingly passed between school, home and the wider community. This is a long term goal which we will monitor annually but perhaps won't see all the results until years down the track. Nevertheless it is a goal we are passionate about and is founded in research and is deemed to be vital for the future of young Australians.</p> <p>In an effort to enhance wellbeing we will target student attendance and student behaviour. Positive Behaviours for Learning Framework will be revisited and revitalised in 2018 to capture all new staff who have arrived since its inception at St Joseph's.</p>

<p>Participation in the Choose Maths research initiative and the appointment of a Maths Champion teacher at the school facilitated support to beginning teachers in content of key areas of Maths.</p> <p>Differentiation of Maths lessons became a regular feature of learning sequences and students were increasingly engaged in quality Maths experiences.</p> <p>Regular problem solving experiences have enabled students to develop real life skills in this area.</p> <p>Parent participation in Maths nights was very successful. Parents learned Maths strategies and language to assist their children with Maths at home and also learned to help value and enjoy maths.</p>	<p>School wide approaches to raising literacy skills by enhancing Teacher Quality.</p> <p>Appoint leading Teacher 0.5 to drive the State Action Plan (Literacy and Numeracy) across the school.</p> <p>Revisit Balanced English Block</p> <ul style="list-style-type: none"> <li>■ Staff meeting PD on modelled Guided and independent reading and writing</li> <li>■ Revisit balanced Numeracy block</li> </ul> <p>Utilise the latest research into teaching practices learned through a suite of targeted PD opportunities.</p> <p>PLC sessions on teaching writing and scheduled classroom observations during the process.</p> <p>Collaborative preparation of success criteria for writing and analysis of the output.</p> <p>Focus on whole school approach to improving spelling.</p> <p>Established weekly homework club to assist students with homework and encourage parental participation to up skill them to help students consolidate skills learned in class.</p>
<p>Wellbeing is readily recognised by staff, students and parents as a critical factor in the successful education of the whole child. If a child's state of being is not well they are at risk of developing mental illness which may impact their education and quality of life. Parents have started to work collaboratively with staff to positively impact wellbeing. The language of positive education and wellbeing is shared by the school community to a greater extent than previously noted.</p>	<p>School wide approaches to raising numeracy skills by enhancing Teacher Quality.</p> <p>Continuation of Choose Maths Program involving Melbourne University main focus of need – multiplication and problem solving.</p> <p>Teacher PD in assessment, and teaching of Maths skills</p> <p>Through Parent Maths nights, make Maths relevant and to dispel parental fear of Maths, while at the same time engaging parents and children in new Maths games.</p> <p>Engagement of World of Maths incursion.</p> <p>Established weekly homework club to assist students with homework and encourage parental participation to up skill them to help students consolidate skills learned in class.</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.

Public Speaking was targeted as each child participated in a whole school public speaking competition. The winners at school level went on to compete against the winners from all the other Catholic schools, 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 students were selected to compete at a Diocesan Regional level.

A Year 6 Student was winner 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. Public feedback rated this year's performance as the best yet. Great improvement has been noted in students' Creative and dramatic arts skills since the school's partnership with the ASPIRE program. Christmas carolling throughout the town showcased choral skills.

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

Many students learned 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, while Grandparents Day, Mothers and Fathers days provided opportunities to engage in literacy and numeracy 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 qualified to compete in the Regional and Diocesan Swimming, Athletics and Cross Country carnivals. From this there were school competitors at Polding level of Athletics and Cross Country competitions.

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 sixth 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.

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

# Student Achievements

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## Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00%	73.90%	25.00%	10.00%
	Writing	66.67%	74.40%	8.33%	7.50%
	Spelling	58.33%	68.80%	16.67%	13.10%
	Grammar	58.33%	75.00%	25.00%	10.50%
	Numeracy	54.55%	67.10%	0.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50.00%	63.00%	33.33%	14.60%
	Writing	28.57%	47.90%	42.86%	19.40%
	Spelling	33.33%	63.00%	33.33%	14.10%
	Grammar	33.33%	59.90%	33.33%	17.50%
	Numeracy	50.00%	57.60%	50.00%	14.60%

# Staffing Profile

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## 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

98%

## Teacher Retention

100%

As a small staff any staff movement looks to be a very high percentage. In this period, two young new graduate teachers (1 x permanent, 1 x temporary) moved from our country school back to urban schools where they were closer to family and friends.

## Professional Learning Undertaken

### Religious Education

- Faith Story Witness
- Implementing the RE syllabus
- Spirituality - Why teach in a Catholic School?
- Lenten program

### Leaders of Maths PD Day

### Choose Maths Program

- *Teaching Multiplication skills*

- *Numeracy Continuum*
- *Resourcing Maths*

Literacy and Numeracy Progressions

7 Steps to Writing Success Leader's training

Effective Writing Instruction

Whole school approach to teaching spelling

MiniLit training

Focus on Reading 3-6

PLC-Criteria based marking

Early Career Teachers Induction

Core Classroom behaviour management Skills

*Role of Leadership in G&T Learners*

SAP networking days

Introduction to Leadership Coaching

Using ACER National School Improvement Tool

Executive Development Leadership Training

CPR training

Teacher Librarian Assembly days

Kidsmatter

Prosper: Road map for positive Schools

PosEd Conference

Bounce Back training

Mental Health First Aid

Autism Spectrum disorders and positive behaviour supports

Managing challenging behaviour and constructing behaviour plans

Child Protection Training

# **Parent, Student and Teacher Satisfaction**

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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. 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. Parents are surveyed regularly to evaluate various aspects of school life. The feedback is always constructive and overwhelmingly positive. Anecdotal feedback is very positive as is the tone of the many cards and letters of thanks teachers have received from parents. Parent involvement in school extra curricular events bears witness to their satisfaction with the school.

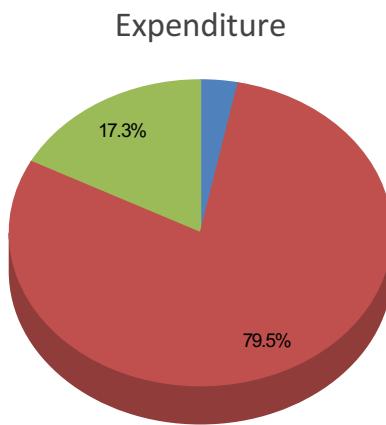
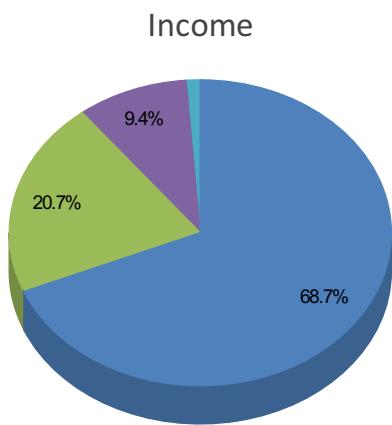
## **Student Satisfaction**

The students 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 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. Year 6 students performed an impromptu speech of gratitude to the school community on Presentation Night. The sentiments expressed were outstandingly positive, recognising the value of the academic achievement and learnings for life gained from the education received.

## **Staff Satisfaction**

The teaching and non-teaching staff report good job satisfaction. The staff enjoyed 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. Professional Learning Team meetings are very well attended and staff play an active role in these. Anecdotal feedback from 2017 staff indicates a high degree of satisfaction with the operation of the school. Of particular note has been the teachers' high regard for the amount of relevant professional development they receive whilst employed in the school. They appreciate the targeted nature of PD and the follow up and implementation into classroom teaching. This impacts positively on student learning and their own job satisfaction.

## Financial Statement



- Commonwealth Recurrent Grants (68.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.7%)
- Fees and Private Income (9.4%)
- Other Capital Income (1.2%)

- Capital Expenditure (3.2%)
- Salaries and Related Expenses (79.5%)
- Non-Salary Expenses (17.3%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$792,991
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$238,578
Fees and Private Income <sup>4</sup>	\$108,669
Other Capital Income <sup>5</sup>	\$13,816
Total Income	\$1,162,114

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$34,976
Salaries and Related Expenses <sup>7</sup>	\$878,657
Non-Salary Expenses <sup>8</sup>	\$191,190
Total Expenditure	\$1,104,823

For the 2017 year the St Joseph's Primary School received \$8,060 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESA, The Parents 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:

**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>