



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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St Josephs Primary School, MERRIWA

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About the Annual School Report

St Josephs 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

Principal's Message

It is with great pleasure that I present the 2018 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 2018 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 gives the opportunity 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.

Professional Learning Teams, across the school, are focussing on best teaching practice and collecting and analysing data to inform teaching so that all students experience higher levels of learning. We have worked to strengthen the learning partnership between students, teachers and parents. Lifelong learning is what we are about.

Our strategic Plan this year focussed on 3 main areas: Improvement in Literacy and numeracy, student wellbeing and leadership development. Each of these areas has been worked on in partnership with educational experts. Literacy and Numeracy has been in partnership with State Action Planning, Mathematics with AMSI and Wellbeing with ACU, PESA and the Where There's a Will Foundation.

I extend my gratitude to the wonderful, hardworking teachers at St Joseph's and to the parents and the staff at the Catholic Schools Office who continue to work in partnership with the school in the provision of quality education for every student.

Parent Body

Despite the extremely challenging drought throughout the entire year, 2018 has been a great year for the P&F.

The annual Campdraft and Fete was a great success. Being the main fundraiser of the year, this is a significant event 12 months in the making. Thanks to the efforts of many, this was a resounding success.

The Parents and Friends has provided the weekly Canteen service. The canteen educates students in money handling promotes healthy food varieties, as well as relieving some lunch making strain at home.

The annual breakfast BBQs were well attended, and we saw great gatherings celebrating the Mums, Dads, Grandparents and even Great Grandparents that provide such vital support to our students.

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

Volunteers have supported 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. Thank you.

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

I would also like to formally acknowledge the tireless work of our P&F executive who have worked hard alongside all the P&F to make this year such a success. Thank you.

This year we farewell our much loved school principal. Mrs Whale has been a stabilising force through many tough and trying times, however has always kept the focus on resilience and positivity, whilst continuing to achieve excellence in our school.

Mrs Whale's leadership, mentorship, support and contributions to countless students and parents is not only recognised and acknowledged, but also genuinely appreciated.

With excellent staff, great school facilities and a very supportive group in the P&F, there nothing that we cannot achieve together. I am confident that our school, staff and students will go forwards in leaps and bounds, and we will be there to support and see the results well into the future.

President

Parents and Friends Assoc.

St Joseph's Merriwa,
2018

Student Body

It has taken us seven years to grow and become the leaders of our wonderful school. We have learnt so much about leading other people and stepping up and taking responsibility at St Joseph's. In Year Six, we have found that being a leader does not mean taking control and ordering people but leading by example and being the best people we can possibly be. We feel that we take responsibility for making our school a better place. Together we set the example for the younger students so that they grow and become the new and improved leaders of our school.

We have been able to participate in and organise many fundraisers and events with the assistance of the teachers, who have supported us along the way. Some of these events included Vinnies day, Mission day and Colour your Threads for Pos Ed. All of these events were out of uniform and we donated a gold coin to support our school and other communities. We have participated in the St Joseph's Junior Camp draft and fete. Stage 3 were involved in setting up the petting zoo, as well as participating in a variety of activities including the horsing event held on the day. Other important days throughout the year were Mothers, Fathers and Grandparents Days. We celebrated these days with a meal, a liturgy and concluding with quality family time. Even though there are tragedies in the world at any time, we are always trying to do our best to support the struggling communities just like our recent Myanmar fundraiser and drought relief cards. We contributed to this by raising money during mission day for Myanmar and continued creating cards for our struggling families affected by the drought.

At our school, there are many opportunities for ourselves and all other students to represent our school and compete in a variety of events both educational and sporting. Some examples are the Kia-Ora music camp, horse sports, regional athletics, cross country and swimming, Aspire - Young Theatre Makers, spelling bees, maths mentals bee, public speaking and debating competitions.

We can now reflect on a very successful year . We are very proud of our role and the school. Making a commitment to be leaders, receiving our leadership badges at the start of the year and helping out with all of fundraises have been highlights for us.all.

Year Six Leaders 2018

SCHOOL FEATURES

History of the school

St Joseph's Primary School was founded in 1883 by the St Anne's Catholic Parish Merriwa. 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. In 2018 the total refurbishment of the student toilet blocks commenced.

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 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 Gungahlin 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 (2018 - 65 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!

Students at St Joseph's are offered Catholic education from K-12. Students completing Year 6 are able to travel by coach daily to St Joseph's High School Aberdeen.

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, liturgies for St Joseph's Day and many other areas of focus. The year 6 students have a Retreat and all students help the community wherever we find a need. Wherever possible the school community attends significant parish liturgical celebrations. During Monday assembly 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 on the Gospel message applying this to their personal and school lives. The staff participated in a Lenten Program to which parish members also attended. All staff participated in a spirituality day which focussed on the life of Jesus and how this has relevance in 2018.

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 a Parish Mass. The fortnightly

school newsletter was placed in the church and in the local newspaper to ensure our message is spread.. 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. School working bees were well attended by staff and families.

Photos of our Year 6 leaders were placed in the Church during Term 4. Many parishioners attended the End of Year Mass. The parish priest, upon request attends religion class to discuss aspects of the religion curriculum.

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 and what special gifts they are to themselves and others. In Term 4, Year 5 also participated in a leadership day, focussing on what makes a good leader with particular focus Jesus as a leader. Our weekly liturgy

provides opportunities for students, staff and parents to reflect on the message of the Gospel. 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.

Below is a summary of the RE test results for 2018.

7 students sat the test

1 Distinction- 14%

3- Credits- 42%

3 -Participation- 42%

Average 2018: 20/50

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. This school 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 contributed to the Project Compassion appeal. 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 community is encouraged to accept its civic responsibilities in this way.

The school has supported the drought appeal throughout the year through cards and welfare activities.

Student Profile

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

LBOTE*	SWD*	Indigenous
4	8	6

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	11
Year 1	9
Year 2	8
Year 3	9
Year 4	13
Year 5	6
Year 6	7
Total	63

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
91.71	94.65	94.65	94.19	92.87	91.88	93.19	92.97

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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 aimed to provide a sense of belonging for each member of its community. In caring for each other we model the values of the Gospel to all those with whom we come into contact. 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 2018 the school continued to teach the BounceBack resilience program and added to this character strength recognition and development. Visible Wellbeing and Positive Education strengthen our wellbeing focus. 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.

In 2018 the school began the process of revisiting the 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 Josephs 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

1. Raise level of literacy skills - Enhancing teacher quality/ skills by providing professional learning opportunities. State Action Plan implementation in Infants classes; VCOP training for all teachers to complement 7 Steps to Successful Writing strategies, additional program support in classrooms to target students' with literacy problems
2. Raise level of Numeracy skills - Enhancing teacher quality/ skills by providing professional learning opportunities. Choose Maths (AMSI) coaching of teachers in multiplicative thinking, problem solving and designing more efficient curriculum maps in Mathematics.
3. Raise levels of developing and maintaining wellbeing skills - Enhancing teacher quality/ skills by providing professional learning opportunities. Visible Wellbeing PD, Positive Behaviours for Learning PD, "Where There's A Will Foundation" network of teachers.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>State Action Plan has seen early intervention strategies implemented K-2 during the balanced English block. The Progressions, along with the Syllabus, form the basis of learning and inform the pedagogy for individual students, enhancing differentiation.</p> <p>All teachers attended the VCOP professional development and have begun implementation in their classrooms using these strategies and linking it with the Seven Steps to Effective Writing Program. This complements the whole school goal of raising writing standards across all grades.</p> <p>A focus remains on ensuring that all students are reaching a school based benchmark of quantity and quality of writing. There is a marked increase in both quality and quantity of writing in the infants classes.</p> <p>There is a pleasing school level growth in Year 5 NAPLAN in all areas of literacy. All year 5 showed an above expected growth in most areas.</p> <p>A continuation of criteria based marking PD was held during staff meetings.</p>	<p>School wide approaches to raising literacy skills by enhancing teacher quality.</p> <p>develop content knowledge of teachers</p> <ul style="list-style-type: none"> ▪ professional learning (PL) - Grammar and Spelling strategies <p>develop effective teaching practices</p> <ul style="list-style-type: none"> ▪ PL- consistent teacher judgement using writing criteria ▪ PL- providing timely, constructive feedback ▪ Effective use of quality assessment data to inform future teaching direction.

<p>The school continues to collaborate with personnel from AMSI to develop the multiplicative thinking skills of students and to support staff in their implementation across a balanced numeracy block. Staff have worked in a variety of ways with AMSI experts in modelled and team teaching contexts. Parents have also engaged with family nights where they have participated in hands on activities and availed themselves to parenting tips to enhance numeracy skills. Purchase of Mathematical Resources in the primary to enhance the automaticity of mathematical facts and problem solving.</p> <p>A teacher was employed to focus on STEM learning, creating opportunities for students to be challenged and exposed to a range of problem solving tasks. During these learning tasks, opportunities for across stage level learning has been possible.</p> <p>There has been a noticeable increase in positivity towards Mathematics in the parent and student community.</p>	<p>School wide approaches to raising numeracy skills by enhancing teacher quality.</p> <p>develop content knowledge and effective practice of teachers.</p> <ul style="list-style-type: none"> ■ PL - individual teacher coaching through AMSI - CHOOSE MATHS program ■ teaching observations by AMSI coach, with feedback, as teacher implements strategies learned, into the class. ■ Reflections of learning experience forming the basis of the future program of teaching. ■ Effective use of quality assessment data to inform future teaching direction.
<p>Nearly 100% of staff attended Professional Development on Visible Wellbeing. Staff meeting on Positive Behaviours for Learning with Clinical Psychologist/behaviour consultant, attended by nearly 100% of staff. Implementation across all classes of Bounceback and Strengths based learning. There is strong evidence of prioritising student wellbeing as it is the beginning of the staff meeting agenda each week. An increase of dialogue around wellbeing among staff, parents and students has been deliberate and noticeable. Each class completed a strengths survey on each student and displayed the strengths of individual students on a strengths tree. Wellbeing days through the year where students, staff and parents were involved in a variety of activities to enhance their sense of wellbeing. Networking of local schools working together as part of 'Where There's a Will'.</p>	<p>Enhancing the culture of continuous improvement through the further development of PLTs including shared responsibility for the collection and analysis of all student data and subsequent differentiation of learning experiences.</p> <ul style="list-style-type: none"> ■ PL to increase teacher knowledge and understanding of Tier 1 differentiation ■ Development of peer to peer coaching in PLTs for the purpose of monitoring teaching quality ■ classroom observations targeting strategies learned in PLTs.

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 runner up in the Upper Hunter Shire's "Mayor for a day" writing Competition.

CWA poster competition was won again this year by a Stage 3 student.

Creative Arts- 3 students were included the ASPIRE creative Arts program

Students entered into the local show art competition and were successful in a number of sections, Artworks were produced and entered into the Where There's A Will art competition, with success.

Cultural achievements

Our school was fortunate again to be part of the ASPIRE program. The Artistic Director and Dance Ensemble director worked with school to write, choreograph, sing and perform an original production. All staff and students worked throughout the year with the final production occurring at the end of Term 3. This year, 3 students participated in the ASPIRE Young Theatre Makers program, leading to a performance night in Cessnock. Other events included the Kia Ora Music Camp- held in Scone for students from the Upper Hunter Shire, Where There's A Will Art competition- focusing on character strengths, music lesson and performance nights for students who learn instruments through the Upper Hunter Conservatorium of Music. The primary students also travelled to Newcastle to the Aspire performance 'Dark Matter'.

The culture of community was reinforced through participation in a varied array of local events such as ANZAC Day, Australia Day and so on.

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

Our school had a very successful year in sport. An annual school sport carnival was held for - Cross Country, Athletics and Swimming. From each school event we had a number of students successfully qualify to represent the school at the next level carnival. In swimming, 9 students attended the Regional Swimming Carnival. In Cross Country, 19 students attended Diocesan and 1 student qualified for Polding Cross Country. In Athletics, 19 students participated in and attended the Regional Athletics Carnival and 1 student successfully qualified for Diocesan Athletics and then went onto Polding Athletics.

For school sport, students were fortunate this year to have two qualified coaches teach them skills related to specific sports. Students completed athletics training/lessons and cricket training/lessons. Every student participated in an intensive swimming program in term 4. Students learnt and practised swimming strokes and rescue techniques.

Student Achievements

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.70%	75.70%	0.00%	0.00%
	Writing	77.80%	71.70%	11.10%	10.00%
	Spelling	55.60%	69.60%	22.20%	12.50%
	Grammar	44.40%	73.10%	22.20%	11.30%
	Numeracy	77.80%	66.80%	11.10%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50.00%	65.50%	33.30%	12.80%
	Writing	16.70%	43.70%	50.00%	23.40%
	Spelling	33.30%	63.90%	50.00%	13.50%
	Grammar	66.70%	64.40%	16.70%	14.30%
	Numeracy	33.30%	57.50%	50.00%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	8
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	4
Grand total	14
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

100% retention. One permanent part-time staff member retired. One temporary part time teacher left to pursue a permanent position elsewhere.

Professional Learning Undertaken

Throughout the year a great deal of Professional Development was undertaken. The teachers identified their professional learning needs at the start of the year in line with the strategic plan for the school for 2018 to ensure quality learning for all students.

The main areas covered included:

Maths

PD Day

-Scaffolding Key ideas and strategies in number

-Visual literacy and geometrical thinking in Math

Choose Maths Program

- Scope and sequence, backward planning, teaching a composite class,
- Family night – SJM
- multiplicative thinking; additive thinking; multi step problem solving.

Big Ideas in Maths – training and presentation to staff.

English

VCOP- Vocabulary, Conjunctions, Openers and Punctuation

Start right with Reading

Grammar and comprehension

Creative Arts:

Aspire Professional Development : Learning by Doing.

Science and Technology

Unpacking the Sci-Tech syllabus

ICT capability digital technologies

Wellbeing:

Where there's a Will – Visible wellbeing in the classroom

Accidental Counsellor Training

Visible wellbeing implementation team training

Michael Carr-Gregg - Parenting

Transition to School – Dr John Waring

Other:

Child protection training

Early Career Teachers Induction Day

Parents and schools working together

Governance policies and Procedures modules 1-8

Executive leadership coaching

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

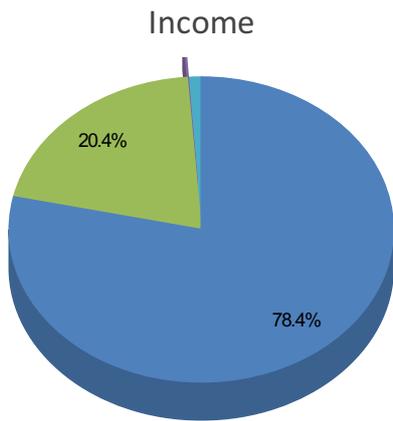
St Joseph's School is well respected in the Merriwa and wider community. Parents attend extracurricular school activities in good number, such as special event days, voluntary classroom helpers, working bees, fund raisers, social events and representing the school at civic functions. The school is called 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 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 usually 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. The severe drought experienced in this community in 2018 has had far reaching impact. Attendance at many events has been impeded by the need to feed stock.

Student Satisfaction

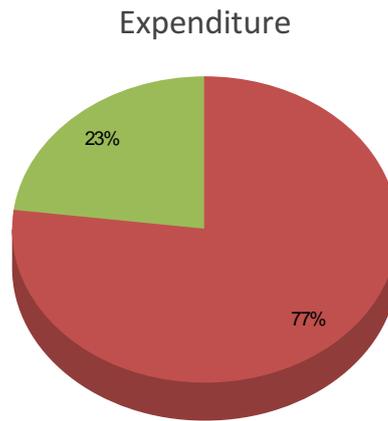
The students are proud of their school and enjoy attending daily. The attendance record shows very little time out of school. Students attend extracurricular school activities in good number, such as working bees, fund raisers, social events and representing the school at civic functions. Students look 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 2018 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. Staff members are very conscious of the wellbeing each other. This has created a very cohesive, positive environment in which to work.



- Commonwealth Recurrent Grants (78.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (0.1%)
- Other Capital Income (1.1%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (77%)
- Non-Salary Expenses (23%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,017,803
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$264,458
Fees and Private Income ⁴	\$1,476
Other Capital Income ⁵	\$13,822
Total Income	\$1,305,123

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$73
Salaries and Related Expenses ⁷	\$975,227
Non-Salary Expenses ⁸	\$291,724
Total Expenditure	\$1,266,951

For the 2018 year the St Josephs Primary School received \$7,564 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, 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 Josephs Primary School

MERRIWA

Phone: 6548 2035

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