

Annual School Report

2016



St Joseph's Parish Primary School, Peak Hill

165 Caswell St, Peak Hill NSW 2869

Principal: Dean Colmer

Phone: 02 6869 1452

Fax: 02 6869 1029

Email: principal.peak.hill@wf.catholic.edu.au

Website: www.wf.catholic.edu.au



ABOUT THIS REPORT

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

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2016 saw the consolidation of our journey of Personalised Learning Plans in English and Mathematics utilising chromebook technology and supported by our Diocesan Office. Highlights of the school year have included numerous sporting opportunities for our children including academic pursuits and competitions, marching on Anzac Day and attending Remembrance Day, our 'Monster Garage Sale', Jump into Joeys which is our Kinder orientation, mufti mission days and coaching clinics for various sports. We also spent time during the year on excursions to other Catholic schools in the area and celebrated the sacraments of Reconciliation, First Communion and Confirmation.

I would like to thank the St Joseph's school staff for their enthusiasm and dedication to our children. They are certainly committed to our cause. This year one of our staff members was selected to travel to Poland for World Youth Day with other teachers from our diocese

I would once again like to thank St Patrick's at Trundle for including our school in their swimming and athletics carnivals. We have also joined with Trundle for excursions, theatre shows in Dubbo and our Connected Classrooms project in Science. We have made good use of our shared bus, thanks once again to the generosity of our Diocesan Office for the purchasing of the bus.

I would like to acknowledge the support of our Parish priest, the support of the parish of St James is a vital component of this community with parishioners continuing to encourage us every step of our journey.

The School Committee and Parents and Friends Association are to be acknowledged for their work, they have been very generous with their time and energy in providing excellent resources and facilities for this school community.

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

Parent Body Message

It has been another busy year at St Joseph's and I would like to thank the teachers and support staff for all their work over the past twelve months, particularly with the consolidation of the Personalised Learning Plans for English and Mathematics.

The committee and helpers once again were very appreciative of the support we received from the school and local community in raising some much needed funds for our school and our students. We were able to provide the school with some much needed resources for the classroom and provide some equipment for the playground.

A special thanks to the parishioners of St James for their wonderful support, including the white elephant stall at the 'Monster Garage Sale' and the 'Meet You Up the Street' raffle.

Thank you to everyone for your support throughout the year.

Student Body Message

As there weren't any students in Year 6 this year, it was us three Year 5 boys who were asked to take on the responsibility of being our 'School Leaders' We enjoyed the role and even managed not to get too nervous when delivering our speech on Anzac Day.

We enjoyed the responsibility of organising assembly and helping the little people when they needed it. We think that we set a good example for the other children to follow and even the teachers must have agreed because we all got thanked at our Presentation Night.

The school has a positive attitude and everyone enjoys coming here. We can't wait until we are in Year 6.

SECTION TWO: SCHOOL FEATURES

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Peak Hill. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 14.

St Joseph's was established by the Sisters of St Joseph in 1895 and later in 1930 the Sisters of Mercy arrived to take over the running of the school. St Joseph's acknowledges the huge contribution that these religious orders made to the history of our school. Today we have a well-resourced school, staffed by committed and dedicated teachers.

During 2016 our children participated in a variety of sporting events. Children competed at Cluster, Diocesan and Polding level in sports such as swimming, cross country and athletics. Children also took the opportunity to attend the Diocesan trials in both summer and winter sports which were held throughout the year.

Other significant achievements during 2016 included attending Anzac Day and Remembrance Day activities, raising money for missions through various activities and our 'Jump into Joeys' program which is a transition program for our new Kindergarten children. During the year we continued to build close relationships with St Patrick's at Trundle and other Catholic schools in the district. This enabled our children to socialise, experience healthy competition and form friendships with a range of other children.

Aboriginal Education is taught as part of the HSIE curriculum. Units of work are used from our Scope and Sequence of learning and current aboriginal issues are discussed in the classrooms during HSIE and other Key Learning Areas as they arise. We are always striving to present a sensitive and balanced approach to aboriginal issues. In 2016, St Joseph's participated in a number of activities for NAIDOC week. These activities included learning about Aboriginal culture and exploring aboriginal art.

2016 saw the continued use of technology across all stages and all Key Learning Areas. Our Personalised Learning Plans for English and Mathematics means that all children need to know how to effectively use a chromebook to access certain components of their lessons. We have continued to update and purchase new equipment and we have continued to build our skills in using new technology.

At St Joseph's, children are given the opportunity to take on leadership roles. These roles include children organising and leading our school assemblies, introducing and thanking guest speakers, being responsible for the day to day running of certain aspects of the school environment – e.g. sports equipment, bell times and garbage collection.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
3	11	3	14

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	97%
Year 1	92%
Year 2	96%
Year 3	94%
Year 4	94%
Year 5	89%
Year 6	

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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.

School staff, under the Principal's leadership, supports the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance; and
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Director of Catholic Education or designated CEO Wilcannia-Forbes officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
4	4	8

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

Percentage of staff who are indigenous	12%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	4
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Planning day for the start of the year
Term 2	History / Geography Australian Curriculum
Term 3	Best practice in Maths teaching
Term 4	Religious Education

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

- Principal Conferences
- ICT Workshops
- REC Conference
- Gifted Education
- Geography - Australian Curriculum
- Mathematics (MAI)
- Child Protection

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

Prayer, Liturgical Life and Faith Experiences

The school uses the 'Sharing Our Story' program developed by the Parramatta Diocese and adapted by the Wilcannia-Forbes Diocese. This program is very well planned to assist teachers in their understanding of tradition and doctrine and to develop the students' understanding of the main concepts of our faith. The 'Sharing Our Story' program covers the core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. Teachers receive excellent support from Diocesan Office staff in the implementation of this program. All staff have been inserviced in the program and new staff are being continually updated.

The Religious Education Co-ordinator plans the units for each grade and presents an overview to the classroom teachers to follow for that particular year. The classroom teachers use this overview to complete the term planners for each class.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocese Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. In 2016 St Joseph's didn't have anyone in Year 6 to sit this test.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, Sharing Our Story: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. In 2016 St Joseph's did not have anyone in Year 4 to sit this test.

Parish Partnerships

The parish of St James Peak Hill is serviced by the priest in Narromine who travels on a regular basis to celebrate Mass within the parish and visit the parishioners and children in the school. Whilst many school families are not involved in our parish as part of their everyday lives, we do our utmost to educate the children in the Catholic faith and encourage them to make Jesus the centre of their lives. The children are involved in regular liturgies which are held both at school in the classrooms and in the church. In 2016 we celebrated the sacraments of Reconciliation, Eucharist and Confirmation.

During the year, children also raised money for Catholic mission work, which raises their awareness of the needs of others and ways that they can help the poor throughout the world.

The school is involved with particular parish projects such as Project Compassion during Lent and St Vincent de Paul hampers at Christmas time. Important events at our school are published in the parish bulletin. The school newsletter is left in the church for parishioners to collect at weekend Masses.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	N/A (no Year 4 students)

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	100%	71.9%
	Reading	100%	96.9%	100%	70.9%
	Writing	100%	98.7%	100%	80.8%
	Spelling	100%	96.8%	100%	76.1%
	Numeracy	100%	96.9%	100%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	66.6 %	64.2%
	Reading	100%	94%	66.7%	62.3%
	Writing	100%	94.8%	66.6%	50%
	Spelling	100%	94.6%	66.7%	63.6%
	Numeracy	100%	95.8%	66.7%	57.1%

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Joseph's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	To consolidate Personalised Learning Plans in English and Mathematics
Reason for priority 1	It continues the commitment that we made in 2015 that with our small numbers of children that we should be able to provide more personalised learning for them. It was decided to commence this initiative in English and Mathematics
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	To continue to refine our programming in the Key Learning Areas of English and Maths. To seek professional learning opportunities to develop these plans. To communicate to parents our progress and achievements.
Status of priority 1	Consolidation of a personalised approach to learning in English and Mathematics has been successful with children and staff more comfortable with this approach.

Priority 2	To place special emphasis on gifted education to personalise learning and extend children in every possible way.
Reason for priority 2	To supplement our Personalised Learning Plans and to create more independent and discerning learners.
Steps taken to achieve priority 2	Some staff attended professional development in gifted education. They were then able to share what they had learnt. Children were encouraged through activities such as 'Genius Hour' to be more responsible for their own learning. A checklist of strategies to extend children to be developed.
Status of priority 2	Work commenced in this priority but ideas and practical applications need to be developed further.

Priority 3	To establish closer connections with other Catholic schools in our area.
Reason for priority 3	Parents and staff had identified that with our small school numbers, it was important for our children to connect, socialise and interact with other children close by.
Steps taken to achieve priority 3	To continue to attend sports carnivals with other schools. To continue our 'Connected Classrooms' initiative with St Patrick's Trundle. To share lessons through video conferencing. To accept all invitations for excursions, visits etc. in our area.
Status of priority 3	This priority is now well established and working well.

Projected Priorities for 2017

Priority 1	To further develop gifted education as a way to extend children in every possible way.
Reason for priority 1	As we only commenced this initiative in 2016, it is important to consolidate and further develop it in 2017.
Steps taken to achieve priority 1	Continue to offer professional development in gifted education to our staff. Further develop a checklist of strategies to extend children and make them more discerning learners. Share ideas for the utilisation of information gained from aspects of gifted education.

Priority 2	To offer opportunities for staff to participate in programs that nurtures their faith.
Reason for priority 2	As we will be a relatively new staff in 2017, this is an opportunity to offer some faith development and encourage staff members to grow in this area of their lives.
Steps taken to achieve priority 2	Staff will be offered: An opportunity to participate in staff prayer. An opportunity to participate in a retreat. An opportunity to access RE faith formation ideas online.

Projected Priorities for 2017 cont'd

Priority 3	To utilise 'Connected Classrooms' to its full potential.
Reason for priority 3	We have the technology in place and the potential is there to allow our children to overcome lack of numbers to integrate and socialise through curriculum and interaction.
Steps taken to achieve priority 3	To work in partnership with our Trundle colleagues to develop programs that we can share using our current technology. To look closely at what resources can support these programs. Look at the possibility of expansion into other schools in our diocese.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

Most parents felt that their children were being challenged to maximise their learning outcomes and that the school was striving to meet the children's individual needs, particularly through the Personalised Learning Plans in English and Mathematics. Parents feel that the school provides a safe and supportive environment. Parents were aware of the assistance given to children with additional needs. Parents believe that the school helps their children to develop a knowledge and understanding of our Catholic traditions. Parents felt that their children had suitable access to current technology and that there was an appropriate balance of academic pursuits, sport, health and fitness. Parents felt that we need to continue to promote the school and market it throughout the community and be in close communication with other small schools. They continue to see that their children have limited opportunities for socialisation and competition; however they were appreciative of the efforts of the school and diocese in trying to provide opportunities for continued interaction with other children.

Student Satisfaction

The student's vision of St Joseph's is a school with more students and one that is welcoming, happy, friendly and caring. The majority of students at St Joseph's like what they are learning at school and they feel that they are supported and encouraged in their learning by their teachers. The majority of students are proud of their school and feel that they are improving in all areas of work. They enjoy the individual attention that comes with smaller class groups. The majority of students feel safe at school and feel that they do not get bullied. However some children have expressed concern that because of the small numbers of children, they often had a limited choice of playmates. The senior students felt that they had sufficient opportunities to display their leadership qualities and had some ownership of decisions made in the school.

Teacher Satisfaction

Teachers at St Joseph's feel our school is welcoming, inclusive and safe. Rules relating to behaviour management are consistently enforced. Teachers feel that staff members work hard to maintain positive relations with parents. Teachers feel that our students' progress is regularly and systematically assessed and evaluated and that the assessment information is used to plan for instruction. Parents have opportunities to make appointments to discuss their child's progress however teachers feel that more information about student progress could be provided to parents on a more regular basis. Teachers are satisfied that our students are learning and demonstrating Christian values and are receiving sufficient prayer and sacramental opportunities. Teachers have been pleased with the teamwork and collaboration that has come through the individualised learning programs for our children. Teachers felt that there needed to be a greater connection between families, the school and the parish. The staff was also looking at processes that would sustain our school into the future and were positive about the promotion and advertising of St Joseph's in the local area. The promotion of the school has resulted in an increased enrolment for 2017. Teachers were also pleased to see that the school was trying to gain a closer connection with the preschool.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<i>\$459,725</i>	Capital Expenditure	<i>\$8,720</i>
Government Capital Grants	<i>\$3,682</i>	Salaries and Related Expenses	<i>\$552,997</i>
State Recurrent Grants	<i>\$124,377</i>	Non-Salary Expenses	<i>\$58,306</i>
Fees and Private Income	<i>\$27,982</i>	Total Expenditure	<i>\$620,023</i>
Other Capital Income	<i>\$0</i>		
Total Income	<i>\$615,766</i>		