

2019 ANNUAL SCHOOL REPORT



ST JOSEPH'S PARISH PRIMARY SCHOOL, BALRANALD



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Faith, Learning and Transformation in Jesus Christ



St Joseph's Parish Primary School, Balranald is registered by the NSW Education Standards Authority (NESA) 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 NESA 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.

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As 2019 draws to a close, it is timely to reflect on the great opportunities for growth that our students have been engaged in. We have seen great success in academic, sporting and cultural pursuits across the school. I would like to sincerely thank the hard working staff, supportive parents and most importantly our students for their efforts across the course of the year. Our school is a dynamic and vibrant community of learners where every child is valued for the contribution that they make to build on our community. I look forward to working with everyone involved at St Joseph's in 2020.

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The P&F would like to thank the parents, teachers, wider school community and local businesses for their support in 2019. The annual school fete was very successful, raising \$ 14,500 for our school. The fete is a massive undertaking and I would like to give my heartfelt thanks to the committee for putting together such a wonderful community event. I was told that the St Joseph's fete has been going for over 50 years - how lucky are we to have such a wonderful tradition attached to our school? Let's hope it continues for another 50 years. As there are a number of committee members stepping down at the end of the year, I would encourage all parents to come on board and help our hard working group of volunteers in 2020.

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In 2019 the students of St Joseph's participated in ANZAC Day, Remembrance Day, a coding day in Hay for Year 5/6, we have a Mini Vinnies group and we have joined with Balranald Central School for a Deadly Choices day. Year 3/4 went on an overnight excursion to Borambola in Term 3. Year 5/6 went to Ballarat in term 3 for a week. Kindergarten, Year 1 and Year 2 students went to Bendigo to visit Scienceworks and went for a ride on the talking tram. We are sure everybody enjoyed their excursions! We have purchased a 3D printer recently which we are looking forward to using, along with Brain Boxes and our other STEAM resources.

St Joseph's Parish Primary School is a Catholic systemic co-educational school located in Balranald. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 63 students.

The Sisters of St Joseph established the school in the late 1880's, followed by the Sisters of Mercy in 1894. The last Mercy nun to teach at St Joseph's was Sister Patricia Higgins in 1984. These Sisters were brave and courageous women of deep faith and dedication to the education of the children. They gave service to St Joseph's for 90 years. Lay teachers have now replaced the nuns. Our school motto is 'Follow Mary' and stems from our heritage with the Sisters.

Our school strives to create an atmosphere of care and concern where the development of the whole child - academic, social, emotional and spiritual - is our highest priority. A new school foundation stone was blessed and laid by The Most Reverend D. Mannix, Archbishop of Melbourne in 1922. Three new classrooms were built in 1963 and a further extension in the late 1980's.

As part of the 'Building the Education Revolution' program, our library has undergone a total refurbishment, a covered walkway has been built, joining the school to the toilet block and we have a new Covered Outdoor Learning Area (COLA). The classrooms have been refurbished as part of this program. We have also undergone a technology upgrade, with wireless internet access across the school.

We are a 1:1 device Diocese, with Chromebooks a key learning tool for all students across the school.

We are very proud of our Catholic heritage and strive to provide a welcoming environment where the strong links between the school and the parish are evident. St Joseph's is a centre of learning, and a place of celebration and pastoral care.

1.2.1 Student Profile

1.2.1.1 Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Enrolment	Boys	Girls	Total
32	31	0	63

* Language Background Other than English

1.2.1.2 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.

1.2.1.3 Student Attendance

The average student attendance rate for the School in 2019 was 89.9%. Attendance rates disaggregated by Year group are shown in the following table.

Year Group	Attendance Rate
Kindergarten	85.6%
Year 1	91.3%
Year 2	91.1%
Year 3	87%
Year 4	92.4%
Year 5	89.4%
Year 6	92.2%

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 well being 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; and
- ❖ 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.

Teacher Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Full-time	Part-time	Total
6	8	14

* This number includes 4 full-time teachers and 2 part-time teachers.

Percentage of staff who are indigenous	7%
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Teacher Qualifications

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAS. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

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	<ol style="list-style-type: none"> SMART Spelling Child Protection, Code of Conduct, WHS, Roles and responsibilities update Staff handbook Science and Technology
Term 2	<ol style="list-style-type: none"> Religious Education
Term 3	NIL
Term 4	<ol style="list-style-type: none"> Child Protection, Formulation of 2020 Annual Improvement Plan

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 2019 includes:

- 'InitialLit' training
- THRIVE training
- Gifted & Talented / Additional Needs Education
- NCCD training
- 'Live Life Well @ School'
- First Aid
- 'Be You' training
- Road Safety
- CHRONICLE training
- PDHPE syllabus training
- EMU Specialist teacher training
- Science & Technology
- 'Mustard Seed' program
- 'Seasons for Growth' Grief and Loss program training

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.

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Prayer is an integral part of St Joseph's Parish Primary School. Each class begins the day with prayer. Grace is said before recess and lunch. We pray together at each Morning Assembly following recess. At 12:00pm the whole school takes time to pray The Angelus in their classrooms. At the end of the school day, all students pray for God's blessing before they leave.

Each student at St Joseph's is actively involved in the liturgical life of the school and parish. Catholic symbols, icons and Sacred Spaces are evident throughout the school. School masses are celebrated as often as possible and we begin the year with a Welcoming Mass, where student leaders are inducted and blessed and our Kindergarten children are welcomed. Students actively participate in whole school masses filling the roles of altar serving, reading, presenting the Gifts and singing.

Our Parish Administrator, Fr Chris Lim is of significant support to our community and provides guidance to students, staff and families in their faith formation. Bishop Columba visited our parish to confer the Sacrament of Confirmation to Year 3 students in August. Year 3 students also prepared for the Sacrament of Reconciliation and received the sacrament before their Confirmation. Students from Year 4 participated in Eucharist preparation and received the Sacrament in September.. The Religious Education Coordinator was responsible for the preparation of students for the sacraments. Feast days and the events of the liturgical seasons were acknowledged and celebrated during the year.

Students in Years 5 and 6 participated in Spirituality Days, led by Tom McKeon, Diocesan Youth Ministry Coordinator. These days enabled the students to take time out from their busy school days and reflect on their lives and their relationship with Jesus.

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St Joseph's School is a central part of St Dymphna's Parish. The staff members of St Joseph's are involved in the life of the parish through participation in the liturgy as readers, commentators and Eucharistic ministers as well as taking Holy Communion to the house-bound, leading parish sacramental preparation, printing the church bulletin and other prayer and education initiatives within the parish.

The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. St Joseph's Parish Primary School encourages the involvement and participation of the parish community with the school. Our parish community is invited to school celebrations such as liturgical celebrations, concerts, presentation evenings, sporting events and social activities such as the school fete. Parish members are actively involved in our school Masses, often supplying the music. A column in our weekly school newsletter is devoted to Parish news. Copies of our newsletter are placed in the Church foyer,

so parishioners are kept updated on school news. Important school events and dates are also printed in the church bulletin.

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The Religion Program, based on the Parramatta Diocesan Curriculum document, [1](#), covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences. This is our final year of using this program. All teaching staff were inserviced this year in a new Religious Education program, 'Educating in Christ', ready for implementation in 2020.

Both Year 4 and Year 6 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, [1](#).

Religious Literacy Assessment Results	
Year 4	19.7
Year 6	19.2

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

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The School provides an educational program based on, and taught in accordance with the NESA 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).

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.

We continue to embed the work of Dr. Lyn Sharratt’s 14 Parameters into all learning environments.

The students in Kindergarten and Year 1 have participated in the ‘InitialLit’ program this year. The overall results have been very pleasing, with all students making pleasing academic gains across the course of the year.

We have made a significant commitment to the creation of a STEM/STEAM area within the school that is accessible to all students. We are exploring options for the utilisation of our resources for the best outcomes for all students.

We have incorporated rich tasks into our Mathematics sessions, with a greater focus on problem solving. This will be a continued focus in 2020.

We continue our focus on sustained, uninterrupted learning time in Literacy and Numeracy based on agreed protocols.

Adjustments have been made for students with a disability which are reflected in personalised planning.

The staff have worked collaboratively on planning for the introduction of the new PDHPE syllabus document across all grades.

There have been a number of opportunities for collaboration with our local Art Gallery via engagement in local art competitions, with great recognition of the skills and talents of our students.

National Assessment Program – Literacy and Numeracy (NAPLAN) 2019

National Assessment Program – Literacy and Numeracy (NAPLAN) 2019

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 2019. 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.

Year 3		% of students at or above national minimum standard		% of students in the top three bands	
		Band 1	Band 2	Band 1	Band 2
Reading	Band 1	100%	96.5%	76.8%	76.8%
	Band 2	100%	97.8 %	75 %	75.7 %
	Band 3	100 %	95.4 %	75 %	66.3 %
	Band 4	100%	95.4%	74.5 %	74.5%
	Band 5	100%	98.8%	87.5%	83.5%

Year 5		% of students at or above national minimum standard		% of students in the top three bands	
		Band 1	Band 2	Band 1	Band 2
Reading	Band 1	100 %	93.2 %	50 %	62.2%
	Band 2	100%	95.7 %	50%	68.2 %
	Band 3	100 %	94.5%	35.7 %	51.7 %
	Band 4	100 %	88 %	39.3%	67.2 %
	Band 5	100%	97.1%	57.1%	60.8 %

This year we completed the NAPLAN testing online. We were pleased with the overall results. Consideration of online testing and the small numbers in our Year 3 (9 students) and Year 5 (14 students) makes drawing statistically accurate conclusions difficult.

As part of our commitment to maximising the use of NAPLAN data, each child in Year 5 receives a letter outlining their expected growth compared to their actual growth and the NSW State growth, as well as a summary statement of strengths and areas for development.

Our NAPLAN data is one of the tools we use to determine both our Literacy and Numeracy focus each year.

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 prerequisite for effective learning in all Catholic school settings.

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Student Welfare or Pastoral Care is at the forefront of all policies at St Joseph's Parish 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.

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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.

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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 can be accessed at the school. Please inquire at the school office for copies of all policies.

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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.

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The values of respect and responsibility are reflected across all dimensions of school life. We strive to ensure that the voices of all stakeholders are heard, with feedback sought from parents via school newsletters and our School Committee.

The principal meets with the Year 6 cohort once a term to discuss any issues that they feel need to be discussed. The principal actions recommendations made as appropriate or takes recommendations to other forums such as staff meetings.

Our whole school assemblies provide a wonderful opportunity to acknowledge the great things about our students, with the St Joseph's Award (for displaying the attitudes and values we strive to achieve) and the Catherine McAuley Award (for showing kindness and compassion to others) awarded each term. We also acknowledge at each assembly the child who 'Makes Jesus Real' at St Joseph's by their words and deeds.

St Joseph's utilises the Restorative Practices approach when things go wrong. The focus of this approach is repairing relationships, adopting a non-blame approach to solving problems.

Our 'Mini Vinnies' group is responsible for raising money to support our sponsored child as well as supporting local appeals. Our students are very committed to helping those who need it most.

We have a section in the weekly school newsletter that is devoted to celebrating 'proud principal moments' where random acts of kindness, respect, care and concern are shared with the school community.

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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.

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Ġ	<ul style="list-style-type: none"> • Finalise our school Mission statement. • Engage senior students in Spirituality /leadership day. • Engage in the review and implementation of ‘Sharing our Story’.
Ġ	<ul style="list-style-type: none"> • The Mission section was not completed in 2018 and will be a focus for completion in 2019. • Our students have not had the opportunity to experience Spirituality/leadership days facilitated by outside people and it is timely to provide that opportunity. • The need for a review and revamp of ‘Sharing our Story’ was a recommendation from the diocesan review and we will be involved in that process.
Ġ	<p>Brief summary from the Annual Improvement Plan</p> <ul style="list-style-type: none"> • Specific time will be devoted to the formulation of the Mission statement, with staff, students, parents and parishioners engaged in the process so that the Mission has buy-in from all stakeholders. • We will liaise with the diocesan RE Mission team to arrange a Spirituality/leadership day for Year 5/6. • The teaching staff will engage in professional learning provided by the Mission/RE team around the new Sharing our Story curriculum resource. New units of work will be implemented in line with diocesan requirements.
Ġ	<ul style="list-style-type: none"> • Mission statement to be finalised. • All other steps have been completed in 2019.

<p>Á</p>	<p>Empower teachers to inspire their students to improve their writing skills, and most importantly, learn to love writing.</p>
<p>Ä</p>	<p>Staff recognise</p> <ul style="list-style-type: none"> ● NAPLAN data shows students fail to use a variety of vocabulary, correct grammar, punctuation and spelling consistently in their writing. ● Classroom assessment and observation indicates students struggle to be creative writers. ● The need for professional development to see the embedding of good pedagogical practices for writing. ● NAPLAN data shows students struggling to use a variety of reading strategies to comprehend various texts and especially inferencing and synthesizing.
<p>İ</p>	<ul style="list-style-type: none"> ● Strong focus on high yield strategies: Learning Intentions and Success Criteria used to continue to implement Seven Steps to Writing Success. ● Learning Walks conducted by executive staff to gather evidence of student learning. ● Staff Agreed Practice for literacy block; and Professional learning; the staff will continue to receive regular ongoing professional learning, coaching, mentoring and moderation opportunities. (First Steps Reading & Writing, SMART Spelling, Seven Steps to Writing Success).
<p>ı</p>	<p>Achieved</p>

A	The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.
A	An area for improvement that has been identified through the School Self Review as being of greatest need for immediate action.
I	<ul style="list-style-type: none"> • Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
A	To successfully implement “Learning Walks and Talks” for all staff to support the ongoing whole school focus on Learning Intentions and Success Criteria which are data driven.
A	<p>Feedback provided from our School Consultant indicated that Learning Walks and Talks needed to be taking place across the school on a more consistent basis.</p> <p>Staff have identified that great things are taking place in other rooms and would like a more robust opportunity to be able to observe and engage in Learning Walks to share in this professional knowledge.</p> <p>The creation of living data walls for Reading and Writing. MAI data will be compared across years to identify growth and target vulnerable students for intervention.</p>
I	<ul style="list-style-type: none"> • Creation of proformas for learning goals for all students. • Timetabled staff meetings for professional learning. • Data wall created and utilised as a starting point for each staff meeting. • Professional learning provided by Education Services around High Yield Strategies and other system priority areas.

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.

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We have a high level of parental satisfaction at St Joseph's. Parents feel that their children are happy and safe at school. Parents are able to raise their concerns with staff and feel that they have a voice within the school community. Parents are positive about our wellbeing focus across the school and are very supportive of and can see the value of our programs such as utilising the Buddy system, Restorative Practices and Mini Vinnies. There was very positive feedback for willingness to recommend St Joseph's to their friends and families. Parents acknowledge that the school tries to address any concerns that are raised and feel they are advised of upcoming events in a timely manner.

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Our students feel safe and secure at school and have a strong sense of belonging to our school community. Our students demonstrate a high level of engagement across all areas. Year 6 are invited to a morning tea with the Principal once a term where school in general and other items are discussed as one form of student engagement. Our students are very committed to our 'Mini Vinnies' group, with a high level of engagement across the primary grades. Our students are aware of the importance of our faith in the life of the school and are respectful and reverent. Our students are aware of the responsibility of using technology safely and understand that they are responsible for their Chromebooks.

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The teaching staff demonstrate a high level of satisfaction and bring joy to their daily work. The teaching staff work collaboratively to ensure the best outcomes for all learners. The teachers are very satisfied with the work environment, the quality of teaching and learning and the progress of the students in the school. They are appreciative of the professional development opportunities and the buildings and facilities they have to use. There is a professional judgement that we can work towards continuing to improve all levels of achievement and all staff are committed to providing support for all students in the school.

Consistent with the NESAs 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.

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Commonwealth Recurrent Grants	
Government Capital Grants	
State Recurrent Grants	
Fees and Private Income	
Other Capital Income	
Total Income	

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Capital Expenditure	
Salaries and Related Expenses	
Non-Salary Expenses	
Total Expenditure	