



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Joseph's Primary School Bombala

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Principal

Mrs Noeleen O'Neill

Section One: Message from Key Groups in our Community

Principal's Message

St Joseph's Primary School is a small rural Catholic School in the Archdiocese of Canberra and Goulburn. In 2017, the school has an enrolment of 68 students from Kindergarten to Year 6.

St Joseph's is committed to providing a comprehensive Catholic education in a caring, family focused environment. We celebrate Catholic traditions and have a focus on Gospel values in the daily life of our school community. Our school vision "To Learn, To Challenge, To Transform" inspires each of us to be the best we can be. Important values of honesty, forgiveness, compassion and inclusion underpin our decisions and practices at St Joseph's.

2017 has been a most rewarding year of learning with many successes in academic, sporting and cultural domains. The staff work together to ensure our students receive a quality educational experience that equips them for a rapidly changing future. The students feel that they belong and are challenged to learn. They are happy, enthusiastic and proud members of our school and the broader community.

I wish to take this opportunity to sincerely thank the students, staff and parents for their dedication and ongoing commitment to St Joseph's.

Parent Body Message

St Joseph's SCC welcomed new members in 2017 and their input has been well received. Our Committee enjoyed generous support from local business/organisations, in particular, Club Bombala, Dongwha & Forestry Corporation. Due to successful fundraising we were able to purchase Chromebooks for all Primary students and these are being well utilised in the classroom.

We initiated a 'Positivity Program' that included the display of changeable positive messages and a facilitator that workshopped percussion and beatboxing with the children. We look forward to offering more programs like this in the future. The SCC has improved the aesthetics of the school grounds by paying for regular gardening. Canteen continued as a service provided by SCC one day a week. Without the dedication of parent volunteers this would not occur and is a testament to our community.

SCC was pleased to receive encouraging feedback regarding our efforts in a school wide survey. The survey also collated a high job satisfaction rate from teachers at the school. The SCC continues to support our Principal in her decisions and planning as school growth is maintained and welcomed.

Student Body Message

2017 has been a great year for the students at St Joseph's. Our leadership team in Year 6 is made up of two school leaders and two house leaders. We also have Peer Support Leaders from Year 5 and Year 6.

St Joseph's participated in PSSA and Southern Region swimming, athletics and cross country carnivals. Some of our students represented St Joseph's at Archdiocesan carnivals and one student made it to the MacKillop Athletics Trials.

St Joseph's students and staff participated in the ANZAC Day March and the Remembrance Day ceremony in Bombala. For the first time ever, the senior students travelled to Sydney for a five day leadership excursion. We stayed on Cockatoo Island and visited the NSW State Library, ABC Studios, Taronga Zoo and the Sydney Observatory. We walked over the Sydney Harbour Bridge and caught ferries and trains.

The Year 3 and 4 students went to Canberra to visit Questacon and play Touch Football and Netball at the Boorowa Carnival. The Year 6 students went to Melbourne for a week with the other Year 6 students in Bombala and Delegate. We also joined the other schools in Bombala for the Middle school days and the Year 6 music, science and cooking sessions.

Section Two: School Features

St Joseph's Primary School is a Catholic systemic Co-educational School located in Bombala.

St Joseph's Primary School caters for students in Kindergarten - Year 6, and has a current enrolment of 68 students. Students attending St Joseph's come from a variety of backgrounds, with many from rural communities. There are 37 male and 31 female students. The school employs eleven comprising of one principal, seven teachers and three non-teaching staff, the latter being employed in a variety of capacities including learning support, school administration and school maintenance. At present, the school employs no staff of Indigenous descent.

St Joseph's has maintained its enrolments over the last few years. For the first time ever, the school has four class groups: Kindergarten, Stage 1, Stage 2 and Stage 3. Stability and growth are hallmarks of St Joseph's and this is largely due to the dedication and hard work of the teachers and support staff.

Staff are actively engaged in professional learning to ensure their programming and pedagogy reflect current best practices in education. With the support of Fair Education, ICT is a major part of classroom practice. Every student in Year 3-6 has their own Chromebook and learns collaboratively using Google applications.

In an effort to negate any disadvantage due to geographic isolation, the students at St Joseph's are provided with a broad range of curricular and co-curricular activities. Lunchtime Coding and Games Clubs exist along with running, netball and touch football teams. Developing student leadership is a priority at St Joseph's. The weekly Peer Support Program builds leadership and develops student wellbeing and positive behaviour across the school. The Stage 3 students participate in a five day leadership camp to Sydney and the Stage 2 students visit Questacon in Canberra.

With its identity based on the spirit of St Mary of the Cross MacKillop, St Joseph's proudly emphasises religious education and prayer in its daily practices. One of St Joseph's greatest strengths is its parent body. The generous support of the parent body and wider community of Bombala is significant and further enhances the education of the students at St Joseph's. The school's website can be found at www.stjbombala.nsw.edu.au

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Joseph's is proud to be a Catholic School, serving the Parish of St Mary's in Bombala and Delegate. Our Religious Education theme 'All different and special to God' is based on the encouragement from Pope Francis for a focus on local renewal and engagement of youth.

St Joseph's continues to have a strong relationship with our Parish community with the school organising and attending fortnightly mass. The sacramental program is shared between the parish and school where the Religious Education Coordinator works closely with the Parish Priest and Parish Associate to help '*meet the children where they are at in their faith*', while accompanying them on their journey towards a deeper encounter with God.

Teaching of Religious Education as well as prayer, masses, sacramental programs, Spirituality days, Feast days and community celebrations allow students to witness and proclaim the Gospel on a daily basis.

The Religious Education Curriculum at St Joseph's Primary School is based on the Archdiocesan Document 'Treasures New and Old'. St Joseph's is also beginning to implement an Inquiry Approach to Religious Education which will further develop over the 2018-2019 school years.

St Joseph's Primary School aspires to be a Catholic community in the spirit of St Mary of the Cross MacKillop, that reflects the Gospel values in all we do. We endeavour to provide our students with an environment where they are able to fully realise their potential and given the scaffold they need to achieve it. We aim to provide opportunities for students to be challenged in their learning while encouraging them to think critically and make informed decisions. We strongly model and value respectful relationships between students, teachers, parishioners and the wider community and regularly seek opportunities to further enhance and strengthen these relationships.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
31	37	1	68

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2017 was 91.94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	93%
Year 2	91%
Year 3	93%
Year 4	91%
Year 5	92%
Year 6	90%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support 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;
- 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 Catholic Education Office designated School Services 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 Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
9	3	12

* This number includes 5 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All staff participated in the following Professional Learning:

- Google Apps in education
- Numeracy- Leonie Anstey
- Student Mental Health and wellbeing
- Staff Spirituality- Gifts to the profession

Individual/small groups of staff participated in the following professional learning:

- Fair Education coaching sessions and Fair Education Conference
- NSW Literacy and Numeracy Action Plan
- Early Literacy Initiative
- Collaborating on Student Achievement COSA
- CE Principals' Conference
- Association of Catholic Schools Principals' ACSP Conference
- Social Media Training
- Peer Support Facilitator Training
- Growth Coaching

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy.

As St Joseph's Primary School has a small cohort in Year 3 and Year 5, the results cannot be published due to privacy reasons. NAPLAN data is analysed by Instructional Leaders and relevant teachers. Individual student's results are utilised to ensure appropriate learning goals are set in Literacy and Numeracy

2017 NAPLAN shows Student Growth between Year 3 and 5 in both Literacy and Numeracy to be particularly strong. Year 3 data in Literacy shows that the school needs to prioritise reading and writing in the early years. Explicit instruction in writing will be incorporated into teaching and learning programs in 2018.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2017

During 2017 a number of initiatives were implemented to further improve teaching and learning at St Joseph's.

- A new school timetable was developed to incorporate a project based learning approach. Interdisciplinary K-6 Project Learning units were planned for the local context using the expertise of parents and community.
- A priority for 2017 was for teachers to gain a deeper understanding of the components of the NSW English and Mathematics curricula. Teaching programs showed a greater understanding of the content and progression of learning.
- Positions of Instructional leaders were created (K-2, Years 3-6) responsible for building teacher capacity in analysing data, developing learning programs and teaching practice.
- K-6 Student Learning Files were created, inclusive of writing samples, running records and other diagnostic testing
- A range of co-curricula activities were offered to students throughout the year: Coding Club, Games Club, Public Speaking, Athletics, swimming instruction.
- Peer Support was introduced across the school and the senior class participated in a five day leadership camp.

Priority Key Improvements for 2018

Key Improvements for the 2018 school year include:

- Create two Instructional Leadership (IL) positions - Literacy and Numeracy K-6
- Literacy and Numeracy prioritised for improvement, as evidenced by additional staffing and release time for collaboration/ classroom observation
- Focused Instructional Support (FIS) sessions - Teachers and ILs collaborating to plan and implement quality instruction in Literacy and Numeracy
- Introduction of Learning Progressions- Literacy and Numeracy, used to ascertain student growth
- Develop knowledge and skill in using the NSW Learning Progressions and their links to syllabus documents
- Literacy and numeracy growth is tracked - develop whole school data wall
- Professional Learning Team meetings weekly (K-2, 3-6). T&L programs developed collaboratively
- Teachers' Professional Learning Plans developed in consultation with Instructional Leader
- Explicit Writing and Reading Instruction K-6 - guided, modelled, shared, independent
- Reintroduction of levelled readers for students at Instructional level K-3
- Individual Learning Plans (with Learning Goals in Literacy and Numeracy) developed each term for all students

Section Eight: School Policies

Student Welfare Policy

The behaviour management at St Joseph's is coupled with the Pastoral Care Policy. It is based on a principle of rights and responsibilities so that students understand that the two go hand-in-hand. Each classroom has a list of rules set in positive terms developed by both the teacher and the students. When a problem occurs, we encourage the students to go through a process that helps the students learn to take responsibility for their actions as well as taking them through a process of making restitution to the victim. This empowers both students and begins to develop important life skills. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

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

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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St Joseph's Primary School follows the Catholic Education Policy as listed on the Catholic Education website. The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In August 2017, 33 of the 58 parents from St Joseph's completed an online Parent Satisfaction Survey. More than 90% of parents agreed or strongly agreed that:

- The school provides opportunities for students to share and celebrate their learning
- Their child enjoys Project Learning at school
- Project Learning enables them to become more involved in their child's learning
- The school is a safe place for their child
- The staff at this school take an interest in their child
- Most teachers in the school make learning really satisfying and engaging for their child

The 2018 Annual Improvement Plan will include areas for further improvement:

- Ensure parents have a clearer understanding of school wide targets and expectations
 - Annual Improvement Plan shared with parent body
- Improve communication between home and school- directly between teacher/organiser of event and parents (not through front office) - parents having access to staff emails
- Provide opportunities for greater feedback to parents on student progress
- Continue to ensure all students are challenged and growing in their learning

Student Satisfaction

97% of students in Years 3-6 at St Joseph's completed the student survey as part of the MySchool online survey.

With the exception of three questions, all responses were green. 100% of students agreed or strongly agreed that they feel safe and accepted by others at school. All students agree that the school encourages them to be a good community members and that the school celebrates student achievements.

All students enjoy Project Learning and agree that they have a choice in how they show their learning. Students agreed that their teachers help them to set learning goals and suggest ways to improve their learning. Questions about technology were answered positively as were those about having interesting opportunities at school. All students enjoy sharing their learning with their family and community.

100% of students at St Joseph's recommend their school to others.

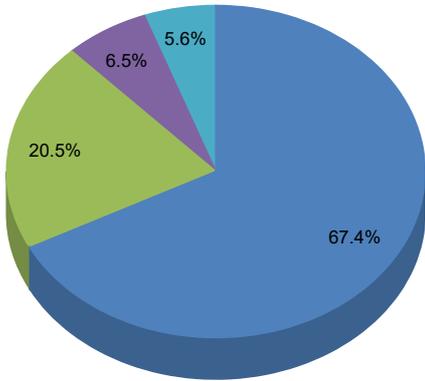
Teacher Satisfaction

St Joseph's was accredited an 'employer of choice' by the MySchool Survey group as our staff responses were so positive. 100% of staff agreed or strongly agreed with the comments about effective communication, leadership, professional learning and collaborative planning. All agreed that they had opportunities to have input into decisions and that the school encourages a climate conducive to staff professional learning and improvement in practice.

Staff agreed or strongly agreed that the school clearly communicates that it has high expectations for student attendance, engagement and outcomes. They are confident that the school's pastoral care policy and behaviour management processes are understood and consistently applied. Staff also feel that Catholic religious identity is a strong focus at St Joseph's.

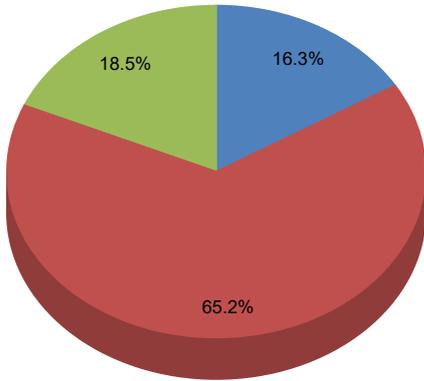
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (67.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.5%)
- Fees and Private Income (6.5%)
- Other Capital Income (5.6%)

Expenditure



- Capital Expenditure (16.3%)
- Salaries and Related Expenses (65.2%)
- Non-Salary Expenses (18.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$896,042
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$272,224
Fees and Private Income ⁴	\$86,842
Other Capital Income ⁵	\$73,857
Total Income	\$1,328,965

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$237,360
Salaries and Related Expenses ⁷	\$947,872
Non-Salary Expenses ⁸	\$268,291
Total Expenditure	\$1,453,523

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.