



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## St Joseph's Primary School Bombala

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### **Principal**

Mrs Noeleen O'Neill

## Section One: Message from Key Groups in our Community

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### Principal's Message

St Joseph's Primary School is a small rural K-6 Catholic School in the Archdiocese of Canberra and Goulburn. In 2015, the school had an enrolment of 49 students, a significant increase on previous years.

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, trust, respect, compassion and inclusion underpin our decisions and practices at St Joseph's.

2015 has seen our students experience individual and team successes in academic, sporting, and cultural endeavours. The students have been happy, enthusiastic and proud members of our community. It has been a most rewarding year of learning and teaching with many highlights.

I wish to take this opportunity to sincerely thank the students, staff and parents for their dedication, hard work and ongoing commitment to the school.

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### Parent Body Message

St Joseph's is a school with a rich history and close ties to our parish and many people in our local community. 2015 saw some milestones with our enrolments passing the long awaited mark of 50 children.

We are privileged to have a dynamic and hardworking team of people on our School Community Council (SCC). The current leadership team is working very positively and has achieved a great deal.

Over the year, the SCC fitted air-conditioning units to every area of the school, providing the teachers and students much improved conditions for learning. This was achieved through our regular fundraising.

In 2015 our amazing staff have demonstrated their dedication to the children; there is no end to the work that these wonderful individuals do and the time that they put into school life.

Fundraising and Volunteering are critical to our school's operation; we are fortunate to have such a generous community, fundraising at every opportunity so that the children can enjoy so many rich learning experiences and improved learning spaces.

### Student Body Message

In our capacity as School Leaders, we have contributed to the life of St Joseph's in many ways. We lead the cheering at the Annual Swimming and Athletics Carnivals and the PSSA carnivals. We represented our school at the ANZAC Day March and Remembrance Day ceremony as well as the Snowy River March.

We helped the teachers with raising the flag, organising sports equipment and other jobs around the school. One of our main jobs is to thank our hosts on various occasions. We were involved in the Principals' Public speaking competition at Bombala High School. At the end of the year we joined the other Year 6 students from Bombala and Delegate schools on the trip to Melbourne. It was so much fun and one of the highlights of our time at St Joseph's.

## Section Two: School Features

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

St Joseph's School is a Catholic Primary School located in Bombala in the Snowy Mountains region of NSW. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 49 students.

Students attending St Joseph's come from a variety of backgrounds with many from rural communities. There are 28 male and 21 female students; no Indigenous students; and no students with a Language Background other than English (LBOTE).

The school employs nine staff comprising of one principal, five 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 shown a continual increase in enrolments over the last few years. In 2015, the school began the year with three class groups, for the first time in over 10 years.

Stability and growth have been hallmarks of St Joseph's in 2015 and this is largely due to the dedication and hard work of the teachers and support staff. Throughout the year, staff have been actively engaged in professional learning to ensure their programming and pedagogy reflect current best practices and align with NSW syllabuses. With the support of Catholic Education, ICT has been further integrated into classroom practice.

In an effort to negate any disadvantage due to geographic isolation, the students at St Joseph's have been provided with a broad range of curricular and co-curricular activities during 2015. 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](http://www.stjbombala.nsw.edu.au)

## Section Three: Catholic Identity and Faith Formation

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

### Religious Life & Religious Education

The Josephite tradition, emanating from St Mary of the Cross MacKillop, permeates all aspects of St Joseph's Primary School. The students are encouraged to try to live out the School Vision Statement "To Learn, To Challenge, To Transform", as members of society who can influence others positively through their actions.

St Joseph's School is a vital part of the St Mary's Parish of Bombala and Delegate. The faith and spiritual development of our students and staff is ably guided by our Parish Priests, Parish Associate and Religious Education Coordinator. In 2015, a number of our students celebrated the sacraments of Reconciliation and First Holy Communion with other children in the parish. Our Religious Education Coordinator worked closely with the Parish Associate to prepare the students for fortnightly Mass with the local parishioners. Our students were actively involved as Altar Servers, readers and in the Offertory Procession. Each year the school celebrates St Joseph's and St Mary of the Cross MacKillop's feast days with a liturgy and celebration activities.

In 2015, the students participated in a number of fundraising activities to raise money for CARITAS and Catholic Missions as well as other charities in Australia. Crazy Hair Day for Cystic Fibrosis was an outstanding success.

The school staff were involved in a very successful professional learning day on Spirituality and prayer. The Religious Education Coordinator monitors and supports the implementation of the Archdiocesan Religious Education Curriculum, *Treasures New and Old* from Kinder-Year Six.

## Section Four: Student Profile

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### 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 2015:

Girls	Boys	LBOTE*	Total Students
21	28	0	49

\* 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 2015 was 93.92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90%
Year 1	93%
Year 2	95%
Year 3	96%
Year 4	96%
Year 5	95%
Year 6	92%

### 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

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The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	3	9

\* This number includes 3 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

During 2015, all staff participated in the following professional learning:

- Understanding by Design - Mathematics
- Assessment and reporting
- Core curriculum documentation/programming
- Inquiry Learning
- Agreed practices-teaching and learning
- Staff spirituality
- Self reflection/goal setting

Additionally, individual teachers participated in the following professional learning:

- CE Numeracy Essentials 1 and 2
- Early Career days - professional standards
- Learning Support Teacher network meetings
- Principal System Days Support/ leadership
- Religious Education Coordinator PL
- Collaborating on Student Achievement (COSA)

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

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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 has a small cohort in Year 3 and Year 5, the results cannot be published due to privacy reasons.

However, the school has been able to note the growth for the Year 5 students that has occurred from their previous NAPLAN results. The Year 3 results show a number of students at St Joseph's are above the National mean in all areas of Literacy and Numeracy.

NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. An analysis of these results assists school planning and is used by teachers to support their teaching and learning programs. Teachers carefully analyse each student's individual results to ensure appropriate learning goals are set.

## Section Seven: School Review and Improvement

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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 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 2015

In conjunction with the Catholic Education Facilities and Planning Division, a comprehensive refurbishment of three classrooms was conducted during 2015. New walls, ceilings and carpets were installed alongside air conditioning in each classroom. A new COLA was erected to provide shelter in the Summer and winter months.

Literacy and Numeracy were priorities in 2015 and teachers were provided with significant time and resourcing to develop their teaching and learning in these areas. Teachers gained confidence in collecting and analysing Literacy and Numeracy data and began using a data wall for tracking student progress.

### Priority Key Improvements for 2016

Key Improvements for the 2016 school year include:

- to build capacity amongst the students to express themselves in prayer, both individually and as a wider group
- to expand the engagement of students in the expression of the Catholic faith through celebrations of sacramental and liturgical milestones
- to build a sustainable culture within the school whereby experiential learning is increasingly outward focused
- to ensure that the school has an integral role to play in local parish and community life
- to broaden the horizons and experiences of our students to account for a world-view in practical ways wherever possible
- to increase family and community engagement in the learning process
- to continue to foster whole-school engagement to promote strategies to improve student outcomes in a dynamic and unique school context
- to demonstrate a quantifiable improvement in student results across a range of test parameters

## Section Eight: School Policies

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### 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>.

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

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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

The wider community showed their support and confidence in St Joseph's, through the increase in enrolments over the last five years. Parents have expressed the opinion that St Joseph's is committed and passionate in its approach to teaching and learning. They also suggest that staff are open, welcoming and understanding of their children's needs. Any issues or concerns were dealt with appropriately and respectfully. The parent body is excited about the future of St Joseph's. Feedback was gained through Parent Information Nights, School Community Council meetings and informal gatherings.

### Student Satisfaction

The students of St Joseph's are happy and keen to come to school. They are polite and welcoming to all visitors and when in public, they display exceptional manners and behaviour. New students quickly fit in to St Joseph's and they are well cared for by their peers. In the classroom, the students are keen to do their best in their learning. The students feel that their teachers try hard to help them to learn. The senior students feel that they are good role models for the younger students.

### Teacher Satisfaction

The teaching staff are fully committed to providing the best opportunities for the students at St Joseph's. They enjoy coming to work, have good relationships with others and feel appreciated by the parent community.

Teachers believe the ICT facilities need to be updated so they can better meet the needs of their students. As the school gets larger, additional resources are required to enhance the teaching and learning practices at St Joseph's.

Teachers believe they need more opportunities for Professional, learning and networking with other schools.

Feedback was gained through staff meetings, Professional Learning days and informal gatherings.

## Section Ten: Financial Statement

### Income

- Commonwealth Recurrent Grants (69.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (9.5%)
- Other Capital Income (0.9%)

### Expenditure

- Capital Expenditure (17.9%)
- Salaries and Related Expenses (70.3%)
- Non-Salary Expenses (11.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$532,780
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$153,263
Fees and Private Income <sup>4</sup>	\$72,749
Other Capital Income <sup>5</sup>	\$7,179
<b>Total Income</b>	<b>\$765,971</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$164,576
Salaries and Related Expenses <sup>7</sup>	\$647,837
Non-Salary Expenses <sup>8</sup>	\$108,803
<b>Total Expenditure</b>	<b>\$921,216</b>

#### 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.