

2018 Annual School Report to the Community

St Josephs Primary School Gilgandra

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Principal Mr Tony Musgrave



Principal's Message

2018 will always be remembered as the Year of the Poppies. Our fine Year 6 leaders decided to grow poppies to commemorate the centenary of the signing of the Armistice to end WW1. It was with great excitement that the students returned to school in Term 4 to see the first flowers blooming!

During the children's time at St Joseph's we care and nurture them, just as we did the poppies. This caring and nurturing takes the form of educating the whole child in an atmosphere that values excellence in all areas of endeavour in a climate of love and acceptance. At times some of the poppies struggled and there are times during the school year when we are all required to go that extra mile to make sure everyone is succeeding and that they feel happy, safe and loved.

The poppies remind us of the countless men and women who gave the ultimate sacrifice. We remember another who did the same and are reminded that all we do at St Joey's is done with Jesus by our side.

Just like the poppies needed many hands for them to grow, the children need many hearts. "And each agreed he would have failed if he had walked alone, for behind the parent stood the school and behind the teacher, the home."

Parish Priest's Message

What a delight it is to walk into St Joseph's - a welcoming and friendly place. I congratulate Mr Musgrave and all the staff for the culture they have created and sustained. High expectations of behaviour and learning are only part of this fantastic learning environment. I have been so privileged to be a little part of the school and to have some time with the staff and students over this year.

There have been some wonderful celebrations of sacraments and faith over the year and it has been a truly uplifting experience to see all the children involved in the Catholic rituals. Mrs Banks does an amazing job organising liturgies, as well as supporting and encouraging staff as they lead the children in their prayer life.

The involvement of parents and parishioners in the school also enhances the experience of being part of St Joseph's School. I look forward to having many more years at St Joseph's.

Father Greg Kennedy

Parent Body Message

Once again our P and F Association has achieved greatly this year. We have helped improve the school facilities, subsidised children attending school events, renewed resources for the school, increased the accessibility of technology, provided canteen and clothing pool and more.

So all this was possible again this year through the parents, grandparents, friends and staff who committed to helping the P and F at the ball or a stall, worked at the canteen, were available for transport to events, who gave, collected, or scored at the sporting events.

In particular, the St Joseph's Debutante Ball, the Mother's and Father's Day Stalls, and the Joey's Fete. Thank you all for your awesome effort and we appreciate those who have stepped up to take on co-ordinator roles.

Thank you to the current P and F committee for your commitment, ideas and support this year. Thank you to Tony and all the staff for your dedication and commitment to guiding our children through the rigours of learning and encouraging them to "Give Of Their Best" during 2018.

"Be part of the team in 19! and Give of Your Best".

Peter Gaff - President

Student Body Message

The following quotes were taken from the 2018 Year 6 Student Profiles under the headings of 'Proudest Memory of St Joseph's School' or 'Favourite Memory of St Joseph's School'.

"Helping my Kinder buddy"

"Going on excursions and being with my mates"

"Having amazing friends"

"My Kinder teacher doing the Happy Dance"

"Receiving the Sacrament of Confirmation"

"Receiving the Academic Encouragement Award in Year 2"

"Meeting my Kinder buddy"

"Being in the mighty Cedars team that broke the 16 year drought at the swimming carnival!"

"Becoming a School Councillor"

"Meeting all my friends"

"When I came first in the high jump at the school athletics carnival"

"Going on great excursions"

SECTION TWO: SCHOOL FEATURES

St Josephs Primary School is a Catholic systemic Co-Educational School located in Gilgandra.

All Year 6 students are considered leaders of the school and each receive a badge and duty statement at the beginning of the year. The school is very proud of all the Year 6 students and how they lead by example. The students of St Joseph's have a good reputation for being polite and friendly.

Staff members at St Joseph's are continually looking at ways of improving the teaching of all Key Learning Areas to ensure a rewarding education for all students. Every child is a unique individual and the school endeavours to ensure each child is given the opportunity to develop in all aspects of life with Christ as the guiding light.

Major excursions are arranged for various classes included the Years 5/6 Sydney and Canberra/Snowy excursion, Year 4 Wellington Caves/Burrendong Dam, Year 3 Taronga Western Plains Zoo and various smaller infants excursions. These excursions are not only an integral part of the syllabus but they provide additional stimuli for writing and speaking. Students attend a school performance tour once a term and all students from Year 1 to Year 6 participate in verse speaking choirs in the annual City of Dubbo Eisteddfod.

The school is most fortunate to have a very supportive and hard working parent organisation in the St Joseph's Parents and Friends Association. The P and F Association raise a considerable amount of money each year for the school through its annual Debutante Ball, Fete and Mother's and Father's Day Stalls.

FOR THE GLORY OF GOD WE GIVE OF OUR BEST

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 2018:

Girls	Boys	LBOTE*	Total Students
119	101	3	220

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2018 was 94.47%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.80%
Year 1	95.14%
Year 2	95.07%
Year 3	94.71%
Year 4	95.00%
Year 5	93.94%
Year 6	93.60%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB 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

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	9	23

* This number includes 9 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	5%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

Term 1	Google Apps and Assessment Strategies, NAPLAN Analysis
Term 2	Mathematics Assessment and Programming
Term 3	CPR/First Aide Skills
Term 4	Mathletics, QCE

Additional Professional Learning in 2018 included: Compliance Training, Program Improvement, Support Teachers Meeting, PLC, ICT, Science and Technology, Christmas Art Workshop, SMART Goals, Lenten Program, Sharecloud, Child Protection, Finance and Administration, Compass Training, Coding Inservice, SALT Online Training - Child Protection/Bullying and Harassment, WHS, Seven Steps Writing, How to Teach Number Sense, State Action Plan, Oliver Library Training, Learning Progressions - Numeracy, SPELD Specialist Maths Training, Governance, Phonics.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	6%
2	Proficient Teachers	94%
3	Highly Accomplished and Lead Teachers	0%

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 the 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.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Vision Statement

'For the Glory of God We Give Of Our Best'

Mission Statement

St Joseph's School offers a caring and loving environment in which Christ is the centre of all we do. We strive to educate the whole child in an atmosphere that values excellence in all areas of endeavour in a climate of love and acceptance.

A wonderful initiative at our school is the Buddy System. At the beginning of each year, a Year 6 student is assigned a Kindergarten buddy. The responsibility of the Year 6 student is to assist their Kinder buddy to settle into 'big school'. They have morning tea and lunch together, go to the tuck shop, help them to the toilet and bubblers and just show them how things 'work' at St Joeys. It is fantastic for both the Kinder and Year 6 student. During first term the Year 6 students interview their buddy about various likes and even some dislikes. Then at a Welcome Liturgy we all hear about the newest members of the Joeys family and we officially welcome our Kinder class. The Year 6 student also makes a special badge for their buddy as a memento of this day.

The Junior Josephites is a voluntary organisation that is offered to Years 5 and 6 students at St Joseph's School. The aim of the organisation is to follow the example of Mary MacKillop – St Mary of the Cross, in word and deed. The Junior Joeys meet monthly at school and organise ways to become involved in our local community. One way in 2018 was by visiting the residents of the Cooe Lodge Retirement Village on a regular basis. Therefore every Wednesday at lunch time a group of Junior Josephites visited Cooe Lodge to read, play games or perform some music.

STAFF SPIRITUALITY

At St Joseph's the aim is to create an atmosphere in which the Word of God is lived by the staff in a caring and loving environment, where respect for each other is shown in all aspects of school life. Staff pray as a group once a week before staff meetings on a Wednesday after school. Teachers take turns at being responsible for preparing a prayer and reflection. Staff participate in the Lenten program as a group. Each teacher takes turns in leading the discussion. Staff attend a weekly Mass on Tuesday at 9:00 a.m. with the local community. This Mass is optional for the students. Teachers are encouraged to visit the Church before attending classes. The staff celebrate a special Liturgy and participate in an Act of Dedication at the beginning of the year. Literature such as *Inform*, *Gospel* and *Life Reflection* are subscribed to by the school and are available for teachers to read. All staff are given the opportunity to plan and be involved in whole school Liturgical experiences. In consultation with the Parish Priest, staff are encouraged to accept a range of Liturgical ministries.

Students in Years 6 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) 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.

Our School's average result (as a mark out of 50)	
Year 6	23.86

SECTION SIX: CURRICULUM

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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, Geography, History, Creative Arts, and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Diocese Of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The support teacher at St Joseph's supports the teachers in the additional needs education and gifted and talented areas. This involves assisting in the identification of additional needs children through teacher conferencing and/or testing, sourcing appropriate programs for identified additional needs, and gifted and talented children, and the monitoring of these children and programs to ensure achievement. It also involves setting a timetable for the school assistants to work with these targeted children. The support teacher has regular conferences with classroom teachers and school assistants to discuss those children on current programs and those children with whom they may have concerns. Meetings with the principal are also held on a regular basis, whereby the principal is kept informed of all that is happening in the Support area. The support teacher contacts, refers and liaises with visiting professionals, ie, psychologist, speech pathologist, occupational therapist, Diocesan Special Education Consultants etc and provides feedback to the relevant teachers. As whole school testing is completed in March and November, results of the tests are evaluated by the support teacher and in consultation with the classroom teacher and principal, recommendations are made.

The Knowledge Explosion continued again in 2018. The children were surveyed as to what special activity they would like to learn more about and the top interests were included in the Knowledge Explosion. Members of the community who had an expertise or interest in a particular field were invited to assist. These experts were accompanied by a teacher from our school. The subjects in 2018 included Mosaic Pots, Woodwork, Cooking, Drama, Photography, Robotics, Movie Making, Welding, Art & Dance. The Knowledge Explosion ran over two weeks, on Friday, 16 November and Friday, 23 November.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72.40%	53.70%	0.00%	11.30%
	Reading	66.70%	53.10%	0.00%	8.70%
	Writing	89.70%	42.00%	0.00%	10.00%
	Spelling	65.50%	46.60%	0.00%	12.50%
	Numeracy	51.90%	39.40%	7.40%	11.50%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	52.00%	35.90%	4.00%	14.30%
	Reading	44.00%	38.50%	8.00%	12.80%
	Writing	32.00%	13.80%	4.00%	23.40%
	Spelling	28.00%	34.60%	0.00%	13.50%
	Numeracy	44.00%	27.70%	8.00%	14.10%

Student Welfare Policy

Student Welfare Policy

Christian courtesy, at all times, is the foundation of a healthy school spirit. Children need to be allowed to grow as valued members of a school community and provided with the opportunity to 'Give Of Their Best'.

At St Joseph's the Pastoral Care and Discipline Policy clearly states that the school is concerned with the welfare of every child and it is the duty of the school to treat each student with a sense of justice, understanding and love. This policy deals with the rights and responsibilities of students and staff. The school also has an Anti-Bullying Policy.

There were no changes made to the Student Welfare and Discipline Policy during the year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Discipline Policy

Parents are the first and foremost educators of their children, whilst the school assists them. It is the duty of parents to train their children to be well-behaved and courteous, whilst the school assists. True, sound discipline will achieve remarkable effects in the attitudes and achievements of children.

When misconduct occurs, the teacher should be concerned to discover the causes, which sometimes are open to correction by an understanding and sympathetic teacher. Sometimes the cause lies within the home and requires appropriate counselling or closer home and school relationship.

This policy deals with acceptable procedures of correction, unacceptable forms of punishment, monitoring and recording unacceptable behaviour on the playground and positive reinforcement.

There were no changes made to the Student Welfare and Discipline Policy during the year.

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

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

It is clearly stated in the School Policy and Staff Handbook that all at St Joseph's School have rights and responsibilities and all have the right and responsibility to be treated with respect and to respect others. This is achieved through the day-to-day interactions of the school community. Special activities that are used to promote respect and responsibility include:

- Year 6 Leadership Program.
- Year 6/Kinder Buddy Program.
- Clean Up Australia Day.
- Kinder students visit to Cooee Lodge and the elderly at Easter and Christmas.
- Participation in ANZAC Day and Remembrance Day services.
- Grandparents' Day
- Raising funds for Catholic Missions, Foster Child and Project Compassion.
- NAIDOC Week activities.

- Junior Joey's.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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 Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2018

Catholic Life and Religious Education

- Introduced Bounce Back Program.
- Integrated ICT into K-6 RE teaching using resources and mediums that supplement and enhance RE teaching.
- Reviewed QCE Component 1.4 - Pastoral Care/Community Building.

Learning and Teaching

- Used data from Essential Assessment to drive teaching and learning in Mathematics.
- Reviewed QCE Component 2.3 - Planning, Programming and Evaluation.
- Continued Reading Comprehension Groups using assessment results as a catalyst for discussion in Professional Learning Teams.
- Daily reading across all grades to improve fluency and accuracy.

Leadership for School Improvement

- Worked in collaboration with Aboriginal families to develop wider relationships and enhance the learning of Aboriginal students through Personal Learning Plans.
- Developed SMART Goals.
- Completed CPR/First Aid Training.
- Reviewed QCE Component 3.4 - Compliance and Accountability.

Strategic Resourcing

- Allocated extra time for ICT Manager to undertake activities as per ICT Role Description.
- Continued school maintenance.
- Developed WHS Policies as per Diocesan Guidelines.

Priority Key Improvements for 2019

Catholic Life and Religious Education

- Organise staff and Year 6 Retreat.
- Review QCE Component 1.1 - Permeation of Catholic Values.
- Invite Consultant to address staff regarding RE Qualification

Learning and Teaching

- Using Essential Assessment data, teachers program appropriate Maths activities.
- Review QCE Component 2.1 - Students and their Learning
- Review QCE Component 2.6 - Professional Learning
- Participate in Professional Learning - Seven Steps Writing/Catholic Education Diocese of Bathurst Writing Workshops.
- Introduce and Implement Digital Technologies activities as per new Science & Technology Curriculum

Leadership for School Improvement

- Review and update PDHPE Implementation Document
- Develop Science and Technology Implementation Document
- Undertake CPR/First Aide Training
- Develop an Annual School Plan
- Reflect and create SMART Goals

Strategic Resourcing

- Embed the use of Chromebooks and iPads as well as other new technologies in our teaching.
- Design and develop a new learning centre.
- Continue school maintenance.
- Develop WHS Policies as per Diocesan Guidelines.

SECTION TEN: PARENT, STUDENT AND TEACHER 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

During 2018 parents were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

97% of those surveyed were satisfied with these four elements of the school.

Student Satisfaction

The following quotes were taken from the 2018 End of Year Student Profiles:

"The best thing about our school is what the teachers do to make memorable moments for the students and because of all the great excursions we go on."

"St Joey's is a great school because of the magnificent students and teachers."

"We have the best school because we look after one another and everyone is included."

"Joey's is a great school because everyone is cheerful and friendly to each other."

"Our school is special because we all treat each other with respect and because everyone greets you with a smile."

"We have a superb school because everyone is kind, caring and helpful."

"It's the teachers, students and traditions that makes Joey's so special and the way we are all encouraged to be kind to one another."

"Joey's is a great school because everyone takes care of each other so no one feels left out and because of all the opportunities we get to represent our school."

"The best thing about our school is that we all care for each other and are encouraged to participate in everything."

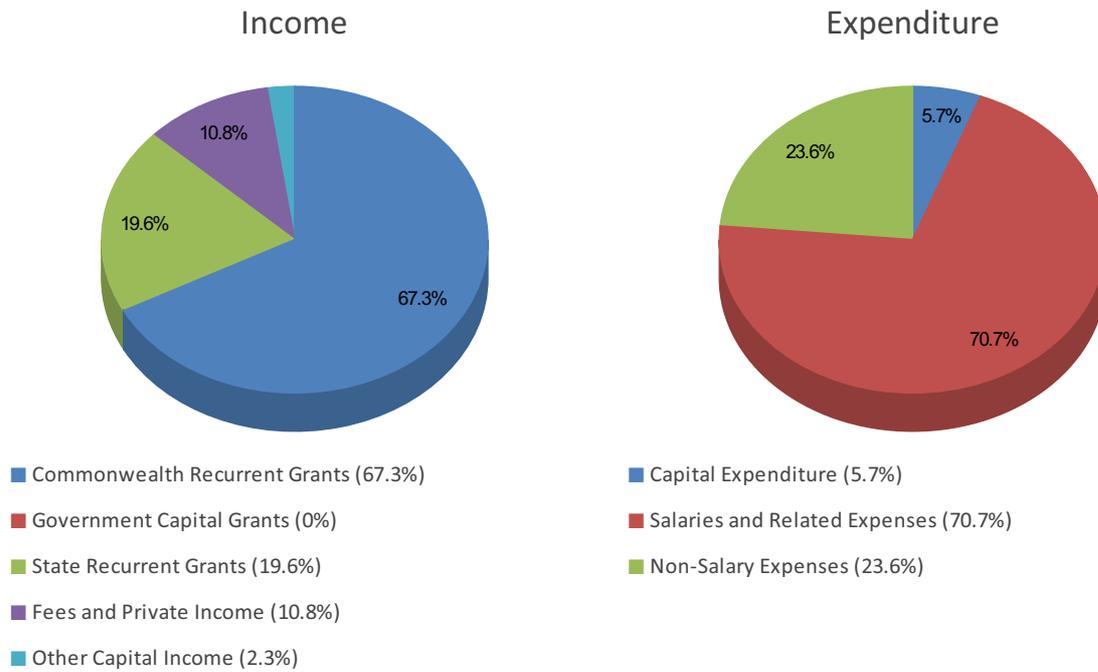
"Joey's is a great place because we get so many opportunities to represent our school and we have the world's best playground."

Teacher Satisfaction

During 2018 school staff members were surveyed regarding the four key elements of the school. These elements were:

1. Catholic Life and Religious Education
2. Learning and Teaching
3. Leadership for School Improvement
4. Strategic Planning

100% of those surveyed were satisfied with these four elements of the school.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.