



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## St Joseph's School Grenfell

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### Principal

Ms Therese Clancy

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

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### Principal's Message

2015 has been a wonderful year with the development of many programs and learning initiatives. Some of these have included; Making Jesus Real (MJR) program, "Aspirations" through links with Hennessey Catholic College and the Australian Catholic University and Working Like a Mathematician through the Catholic Education Office (CEO). We have also embraced the Collaboration of Students Achievement plus (COSA+) model which has had a positive impact of student learning and building of capacity in Numeracy. The school's curriculum stimulates, challenges and encourages students to become independent lifelong learners. Students have opportunities to be involved in a wide variety of additional activities including representative sports, public speaking, poetry recitation, special visual arts projects, musical performances, individual music lessons (piano and strings) and Drum Corps. Students have the opportunity to perform publicly for the community on a regular basis during various community events.

### Parent Body Message

During 2015 we have had excellent support from our parents who continue to fundraise and help out throughout the school in a number of initiatives. Highlights for 2015 include: The Henry Lawson Festival weekend, Catholic Schools Week, the Festival of Small Halls, weekly tuckshop and street stalls. The Movie Night also provided an opportunity for parents to come together and support the school.

Our Parents and Friends committee was very involved in bringing the Festival of Small Halls to Grenfell. This was a fantastic achievement for our community and the event was a fantastic success for our community and as a fundraiser for our school. The night included fabulous entertainment for the Grenfell community.

Members of our parent community were also available to assist with transport and coaching across a variety of events during the course of the year.

We are proud of our achievements and look forward to a bright 2016.

### Student Body Message

2015 has been a terrific year. As leaders of St Joseph's Grenfell we have been active in a variety of community events both at school and within the Grenfell community. Some of these activities have included singing at the Grenfell Show, Henry Lawson Festival Procession, attending different sports days for the Western Region, Archdiocesan and Catholic Schools events as well as NSW PSSA events.

The Student Representative Council has been active throughout the year organising a variety of initiatives including Movie Night and Talent Quest to name a few. Both of these events involved helping to prepare for the activity and helping with cleaning up afterwards!

We have loved being part of St Joseph's School Grenfell and have enjoyed all of the learning opportunities. We thank the teachers and all of the staff at St Joseph's School for their dedication and care.

Good luck to next year's school captains and SRC committee.

## Section Two: School Features

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

St Joseph's is a Catholic Primary School located in Grenfell. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 48 students. St Joseph's is a Catholic School serving the town of Grenfell and surrounding districts. Grenfell is located within the Weddin Shire, in the Central West Region of New South Wales. The community has a major agricultural focus.

Students attending this school come from a variety of backgrounds and nationalities consisting of 31 male and 27 female students; no indigenous students; and 3 with a Language Background other than English (LBOTE).

The school employs 9 staff comprising 5 teachers and 3 non-teaching staff, the latter being employed in a variety of capacities including learning support, clerical work, and cleaning of the classrooms and school grounds. No staff identify as Indigenous.

The school's website can be found at [www.stjosephsgrenfell.nsw.edu.au](http://www.stjosephsgrenfell.nsw.edu.au)

St Joseph's School provides families within the area choice of a school that delivers quality education within a Christian context. The school's motto, 'Without God, all is in vain', is reflected in all school activities and experiences. The school is known for its warm, welcoming atmosphere and its involvement in the wider Grenfell community through involvement in activities and events such as the Henry Lawson Festival, Anzac Day, Clean Up Australia Day, Net Waste to Art, the Grenfell Show and Carols by Candlelight, and various other community based events.

The school's comprehensive curriculum stimulates, challenges and encourages students to become independent lifelong learners. Students have opportunities to be involved in a wide variety of additional activities including representative sports, public speaking, poetry recitation, special visual arts projects, musical performances, individual music lessons (piano and strings) and Drum Corps. Students have the opportunity to perform publicly for the community on a regular basis during various community events.

The students are also encouraged to develop their leadership skills through the Peer Support program and involvement in the Student Representative Council.

The use of wireless technology is integrated across the school. Students have access to laptops and iPads and actively use technology as a tool for learning. All of our classrooms are equipped with a variety of technologies to assist with the learning process.

## 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

St Joseph's Grenfell follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

At St Joseph's Primary School we are filled with hope and make connections with: our learning, each other, the world and our God.

We make connections with:

LEARNING by:

- sharing our learning in a variety of ways
- transferring learning into our family, our home life and wider community
- working collaboratively with others
- participating in a variety of learning experiences
- catering for a diverse range of learning styles and abilities
- by challenging ourselves to work to our full potential

EACH OTHER by:

- living strong Christian values
- listening to the Good News story of others and getting to know each other
- making Jesus Real by Welcoming, Encouraging, saying Sorry and saying Thanks (WEST)

THE WORLD by:

- being involved in the wider community
- using technology responsibly and creatively
- becoming increasingly aware of the need to look after others through projects such as Catholic Missions
- being stewards of creation

OUR GOD by:

- spending time in prayer
- recognising Jesus in others
- learning about the life of Jesus and trying to live like him
- becoming involved in liturgical celebrations and sacraments

During 2015 our students were involved in a variety of activities that focussed on developing awareness of those less fortunate. The children held mufti days and completed money lines to complete fund raising for the Catholic missions to support different domestic and international mission efforts.

During the year, children also participated in the sacraments of First Holy Communion and Confirmation.

## 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
23	32	1	55

\* 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 93.16%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	94%
Year 2	94%
Year 3	95%
Year 4	95%
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

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The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
5	2	7

\* This number includes 5 full-time teachers and 0 part-time teachers.

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

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific in services, meetings and conferences.

The school held four whole staff days in 2015. The content of these days was as follows:

Term 1 – Collaborating on the curriculum - Numeracy

Term 2 – Revision of Policies and School-based agreements

Term 3 – Spirituality Day

Term 4 – Professional Learning Conversations

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

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The NAPLAN results were very pleasing. Our results in Reading, Writing and Grammar and Punctuation have continued to be strong in 2015. The Numeracy results for students in Year 3 are very pleasing as are Reading results for Year 5. On average in Year 3, 50% or better of our students are in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. On average in Year 5, 35% or better of our students are in the top two bands in Reading, Spelling, Grammar and Punctuation and Numeracy.

## 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

School priorities in 2015 focussed on implementing the New BOSTES NSW syllabi. As a staff we also aligned all of our teaching programs with the Understanding by Design Framework (UbD). Units of work were also developed in Mathematics using Working like a Mathematician and Maths 300. The priorities outlined in our 2015 School Improvement Program were met with varying degrees of success. There will be further work undertaken in the teaching of Spelling and in Numeracy we will move our focus to assessment of rich learning tasks. The iPad "Bring Your Own Designated Device" technology program for students in Year 4, 5 and 6 has been implemented a tool for learning across all Key Learning Areas.

Staff worked to implement various strategies as part of the 2015 Collaborating on Student Achievement (CoSA) Numeracy project and this was successful for both students and staff.

### Priority Key Improvements for 2016

*To further develop student English/literacy skills - through participation in the Early Learning Initiative project*

Strategies to achieve this target include:

- For students to become more confident in reading, using and applying concepts of English to their written work.

Our success will be measured by:

- Coordinated approach to the teaching of English across the school
- Analysis of assessment results

*For staff to embed the use of tracking data as a basis for direction in the teaching and learning programs, that will cater for individualised learning using learner profiles/goal setting.*

Strategies to achieve this target include:

- Teaching and learning programs reflect the data results and take direction from these results.
- To group students according to identified needs and develop and implement relevant teaching and learning programs.

Our success will be measured by:

- Reading data wall visible, current and regularly updated and reviewed at staff meetings.
- Teachers/support staff working with the targeted groups/individuals and tracking progress.

## Section Eight: School Policies

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### Student Welfare Policy

#### Pastoral Care Policy

Children attending St. Joseph's School are expected to:

- Be honest at all times.
- Respect, help and care for each other, especially the younger children.
- Use appropriate language at all times.
- Share with each other when appropriate.
- Remain within designated play areas.
- Play in a manner that will not endanger themselves or others.
- Display courteous behaviour at all times.
- Treat property belonging to the school and others with the utmost respect.
- Maintain a high standard of dress uniformity and hygiene.
- Make the effort to work at maximum capacity at all times.
- Represent the ethics and ideals of the school in extra curricula activities.
- Display exemplary conduct at all times when in school uniform both inside and outside the school grounds.

Children who do not meet the behavioural requirements of the school will be counselled in relation to their behaviour.

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>.

The school follows the Catholic Education policy as listed on the CE website. Our 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

Feedback from parents of St Joseph's School was that most are happy with the student learning taking place, and the welcoming nature of our school.

Some families expressed appreciation for the additional supports that had been offered to their children to assist with development of various skills.

It is important to note that a number of families reported that they were happy to see that reading is encouraged. If it were possible, they would like to see continued support for teachers in this area.

Most families were happy with the use of technology at school, although some families expressed concern at the feeling that in some instances the perceived "effort" of children is not as obvious when technology is used to complete set tasks (i.e. does the use of technology mean that less attention is paid to book work?).

### Student Satisfaction

In general, the children reported that they were happy about their year. In particular, they enjoyed visits from touring performers, sporting coaches and our various excursions. These excursions supported various units of work that were completed during the year.

Most children thought that they were learning well and developing their knowledge/skills in each of the KLAs. Both the Science and Technology and the Human Society and its Environment KLAs proved to be favourites with the children.

Many children thought that their teachers care about what happens to them, and that their teachers worked well to make their learning enjoyable.

The children also enjoyed the opportunity to make more use of technology while learning, and enjoy making use of their ipads as sourced through the system's technology program.

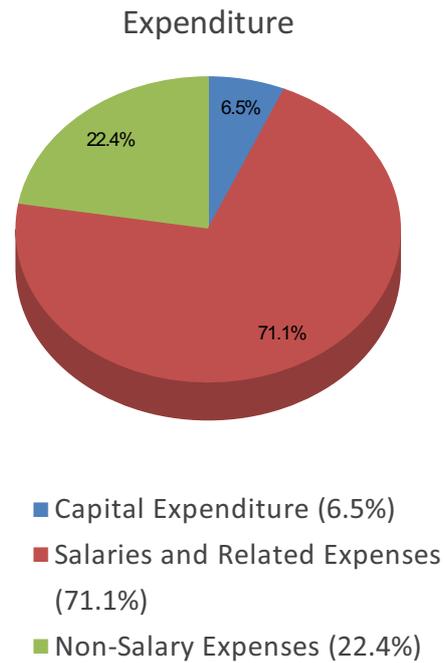
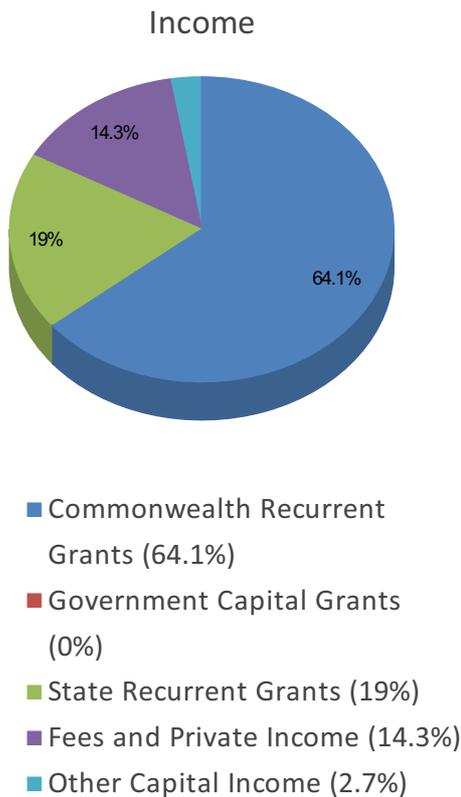
### Teacher Satisfaction

The anecdotal evidence and written feedback provided by the staff indicates that they are satisfied with the work environment, the quality of teaching and learning and the progress of the students in the school. In particular survey results indicate that they agree that the school works well to develop the catholicity of students.

They are appreciative of the professional development opportunities. 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.

The Staff have indicated that they would like to see continued effort to consolidate the use of technology as a teaching tool.

## Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$604,322
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$178,688
Fees and Private Income <sup>4</sup>	\$134,477
Other Capital Income <sup>5</sup>	\$25,063
<b>Total Income</b>	<b>\$942,550</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$66,011
Salaries and Related Expenses <sup>7</sup>	\$725,387
Non-Salary Expenses <sup>8</sup>	\$228,267
<b>Total Expenditure</b>	<b>\$1,019,665</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.