



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

ST JOSEPH'S SCHOOL

Grenfell, NSW

2014 Annual Report



SCHOOL CONTACT INFORMATION

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Peter Stephens

PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

2014 has been a wonderful year with the development of many programs and learning initiatives. Some of these have included; Making Jesus Real (MJR) program, LEGO Robotics through Bridges to Higher Education, "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. In 2014 St Joseph's School also went through the process of Registration. This process commended the excellent progress the school has displayed over the past five years and listed recommendations of future focus.

School Board Message

During 2014 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 2014 include: The Henry Lawson Festival weekend, Catholic Schools Week, weekly tuckshop and street stalls. The Movie Night also provided an opportunity for parents to come together and support the school. We are proud of our achievements and look forward to a bright 2015.

James Clifton

School Board Chair and P&F President

Student Representative's Message

2014 has been a terrific year. As leaders of St Joseph's Grenfell we have been active in a variety of community events within the Grenfell community. Some of these activities have included singing at the Grenfell Show, Henry Lawson Festival Procession and our school fete. 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. 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.

Caitlin Nealon and Axl Delandro

2014 School Captains

SCHOOL FEATURES

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 60 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 32 male and 28 female students; no indigenous students; and 3 with a Language Background other than English (LBOTE).

The school employs 9 staff comprising 6 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

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

STUDENT ACHIEVEMENT - NAPLAN

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. An analysis of these results assists school planning and is used to support teaching and learning programs.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	402	412	426	402
School	427	408	376	456	410

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	501	468	498	504	487
School	531	503	505	514	465

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	94%	93%	94%	95%
School	100%	100%	100%	100%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	90%	93%	93%	93%
School	100%	100%	100%	100%	100%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	25%	8%	8%	42%	8%
Band 5	33%	50%	17%	33%	58%
Band 4	25%	0%	33%	8%	0%
Band 3	17%	25%	17%	17%	33%
Band 2	0%	17%	8%	0%	0%
Band 1	0%	0%	17%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	17%	17%	0%	17%	0%
Band 7	42%	8%	33%	33%	0%

Band 6	25%	42%	42%	17%	33%
Band 5	8%	25%	17%	33%	50%
Band 4	8%	8%	8%	0%	17%
Band 3	0%	0%	0%	0%	0%

The above tables show that results in Reading, Writing and Grammar and Punctuation results have continued to be strong in 2014. The Numeracy results for students in Year 3 are very pleasing as are Spelling results for Year 5. On average, almost 25% of our students are in the top two bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

All interested parents wishing to enrol their child at St Joseph's are invited to meet with the Principal for a formal interview as part of the enrolment process.

All parents/guardians are required to sign the application form and agree to its contents before enrolments can be accepted. Documentary evidence of Birth Certificate and Baptism (if applicable) must be provided. An immunisation Certificate is also required. Immunisation is recommended but not compulsory. Non-immunised children may be excluded from school at times of outbreak of some diseases. Whilst this is a Catholic school, all are welcome.

In accordance with guidelines set by the Catholic Education Office Canberra, a child must turn 5 years of age by 30 April of the year of enrolment. Children commencing Kindergarten are invited to attend Orientation Days in Term 4 of the year preceding their commencement at school. Attendance on these Orientation Days is not compulsory, but highly recommended, as it helps dispel any anxieties that children might have about the school environment.

Attendance Policy

Children who are away from school must provide a note from a parent or guardian informing the class teacher of the reason for the absence. This is a legal requirement. Verbal contact from either the parent or guardian is not acceptable, as the written explanation is required to be held on file for a period from the date of absence.

Partial absence is when a student is absent or taken from the school grounds between the hours of 9.15am and 3.15pm. For all Partial absences parents or guardians must report to the office and complete a 'Student Permission for Partial Absence Slip'. This slip accompanies the student and or parent to the classroom and is then given to the classroom teacher to be filed with the class roll.

Non-attendance is managed by phone call follow-up or notes being sent home to parents.

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 Pastoral Care Policy is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy

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.

PRIORITIES AND TARGETS

School priorities in 2014 focussed on implementing the New BOSTES NSW syllabi for both English and Mathematics. 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 2014 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 will also be a tool for learning across all Key Learning Areas.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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 2014. The content of these days was as follows:

Term 1 – Understanding by Design (UbD) – collaborating on the curriculum

Term 2 – Revision of Policies and School-based agreements

Term 3 – Spirituality Day

Term 4 – First Aid / Registration Review

For the purpose of Professional Learning members of staff also participated in four twilight evenings. These evenings were based on quality learning and policy development.

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2014 was 95%.

The teacher retention rate from 2013 to 2014 was 85%.

STUDENT ATTENDANCE

The average student attendance for the school during 2014 was 96%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	96%
Year 1	97%
Year 2	93%
Year 3	97%
Year 4	96%
Year 5	95%
Year 6	96%

PARENT, TEACHER AND STUDENT SATISFACTION

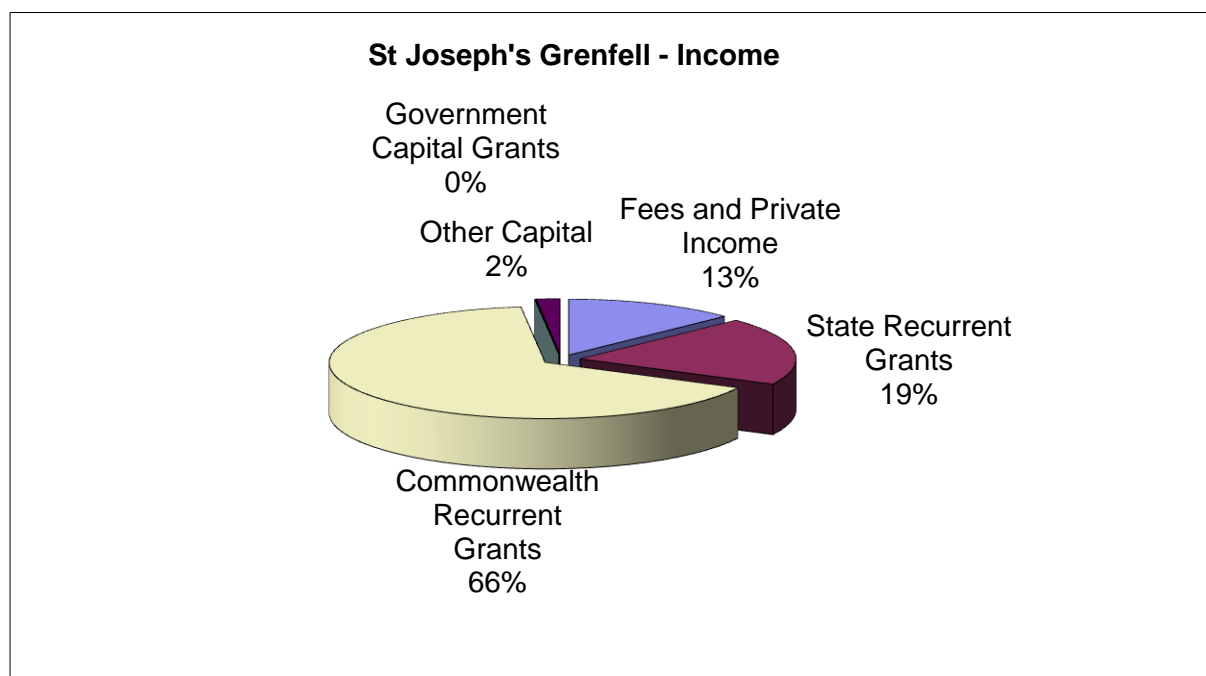
A survey was taken which involved the main stakeholders at the school to attain the levels of satisfaction from parents, staff and students.

All parents agree that they are satisfied with the education at St Joseph's Grenfell. Parents agreed that they were given every opportunity to be involved with the school. Parents indicated that they thought all staff were very approachable. They agreed that the school was managed well and that the school provided sufficient challenges for sport, music and other extra-curricular activities for example Homework Help and Active After School Sport. Parents believed that the school was meeting the needs of individual children and that high standards of behaviour were expected. They were thankful for the high level of engagement across the local community and the commitment to using technology as a tool for learning.

All members of staff agreed that there were opportunities for professional development within the school. Staff felt recognition from colleagues and felt that they were treated as a professional at work. All staff thought that the school provided a supportive environment to work in and set good examples for the community. Staff members thought the leadership team were open and understanding and that effective communication was evident. Overall all staff believed that the school had a positive ethos and that there was a climate conducive to learning across the school.

Students enjoyed being part of the school. They thought that learning was exciting and felt cared for as individuals. They enjoyed the leadership opportunities and being involved in some decision making through the Student Representative Council.

FINANCIAL INFORMATION



St Joseph's Grenfell - Expenditure

