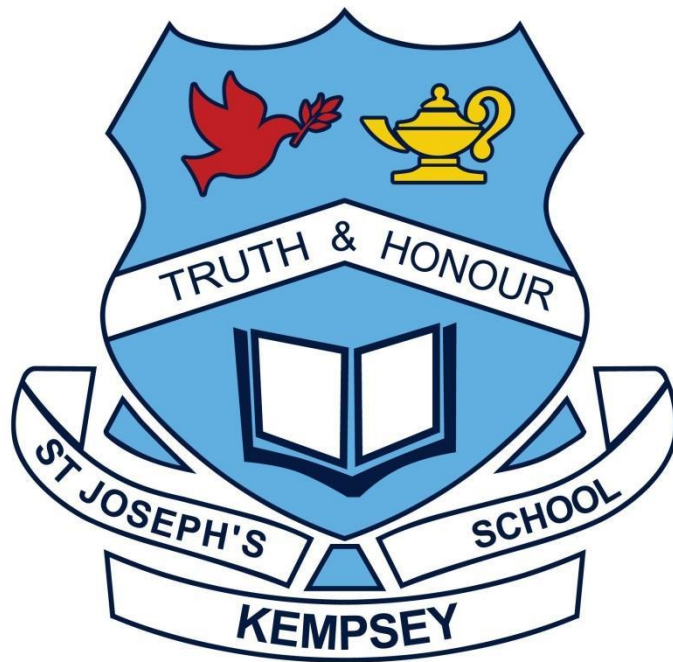


Annual School Report 2016 School Year

St Joseph's Catholic Primary School
Kempsey



36 Kemp Street
PO Box 3150, WEST KEMPSEY NSW 2440
02 65 62 5501
02 65 62 1371
www.moodle.kmpplism.catholic.edu.au

About this report

St Joseph's Primary School, Kempsey is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 65 62 5501 or by visiting the website at www.moodle.kmplism.catholic.edu.au



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Catholic Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Catholic Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- 36 students participated in the International Competitions and Assessments (ICAS) facilitated by the University of NSW. Students received commendations at High Distinction, Distinction and Credit level in various strands.
- The school held Creative Arts Activities days to provide an opportunity for extension and enrichment in the Arts.
- Students participated in the Science and Engineering Challenge with pleasing results.
- The Year 6 students participated in the Religious Education test revealing increasing knowledge and understanding of the Catholic faith.
- The QuickSmart Literacy Program has enabled students in Years 5 and 6 to achieve at benchmark standards.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2016 the school:

- Participated in the community through attendance at ANZAC Day commemorative services across the Macleay Valley.
- Encouraged and supported members of the Student Representative Council to attend official ceremonies in the community. The school organised NAIDOC Week celebrations which were prepared by students and staff.
- Submitted many entries in the Kempsey Eisteddfod and received places and commendations across all categories of representation.
- Had students in Year 5 and Year 6 attend the Diocese of Lismore Exuro and Incitare programs thereby extending their faith development.
- Experienced significant growth and development in the School Band and Music Tuition Program.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- Rugby League 7's and Girls Oz Tag participation was high with nine teams from our school taking part in the local Gala Day. The Senior Boys Team were winners in their division.
- Milo T20 Cricket participation was high with 15 teams from Year 3 and Year 6 taking part.



- St Joseph's Kempsey were equal champions in the 2016 Diocesan Football Challenge.
- In both Athletics and Cricket, four children represented Polding at NSW PSSA.
- This year our school delivered a gymnastics programme for 5 weeks across K-6 for the first time.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Mrs Melissa Turner
Principal

1.2 A Parent Message

The Parents & Friends Association (P&F) of St Joseph's Primary School Kempsey, meet once per month in the school library. All parents, carers and interested parties of the school are encouraged and invited to attend and become involved.

The primary purpose of the P&F is to support the school through fundraising activities. This assists the Leadership Team and teachers by funding the purchase of equipment and resources that help contribute towards a positive and enjoyable school experience for the children and staff.

The committee of the P&F is elected on an annual basis with all interested persons encouraged to attend and stand for election for any of the available positions. For those who may not want to be directly involved in the running of the P&F, we encourage them to attend the monthly meetings to hear what is happening within the school via the Principal's Report and to contribute ideas which the committee may use when organising fundraising activities. The monthly meetings are a friendly and welcoming forum for all parties who desire to be actively involved in their school and to participate in activities organised by the P&F each year.

This year the committee worked extremely hard to offer some special community events as well as coordinate fundraising activities. We started with 'Tea and Tissues' for the parents and caregivers of families starting Kindergarten. This is always well received by families.

This was followed up with a firm favourite of the children - The Easter Egg Raffle and Guessing Competition and then we held our Mother's Day stall. The Mother's Day stall is an integral part of the P&F fundraising activities. The stall is held on the school grounds the Friday before Mother's Day and it provides the opportunity for the children to personally select a gift for no more than \$5.00. The Committee works tirelessly to wrap donations into small inexpensive gifts that the children may purchase for their mums, carers and grandmothers.

In addition to this, our Father's Day Breakfast is always popular with dads and grandparents. This activity is really designed as a community event for the school to encourage the parent school partnership.

2016 also saw us hold our huge bi-annual Fete and Monster Raffle which takes most of the year to coordinate. The P&F seek donations for the stalls from within the school, parish and business community of Kempsey and surrounding areas of the Macleay Valley. We are lucky to be so well supported by everyone. Without these generous donations the fete wouldn't be the success it is. This is our biggest and most rewarding fundraising event of the year and is a testament to the hard work and dedication of the staff working alongside the P&F.

The Committee also enjoys coming together to assist the school with catering for several events such as discos, the School Spectacular, Kinder Orientation and Grandparents' Day.

During 2016 the P&F funded a range of items and school activities which included but not limited to the following: a visiting school performance selected by the School Leadership Team; Discos for Upper and Lower Primary students; a donation to the Kempsey Eisteddfod Society; aids and materials for teachers; football jerseys which the students can wear when representing the school



and a substantial contribution towards a digital sign to be erected out the front of the school.

At the end of the day we are all there for the same reason - the children. The P&F Committee is very lucky to have the support of the school Leadership Team and the teachers in helping achieve our goals.

Mrs Kylie O'Donnell
President, Parents and Friends Association.

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Kempsey and is part of the Macleay Valley Parish which serves the communities of Kempsey, Smithtown and South West Rocks. School families are drawn from the towns and communities of Kempsey, South West Rocks, Gladstone, Crescent Head, Kundabung, Willawarrin and Bellbrook.

Last year the school celebrated 122 years of Catholic education.

The parish priest Father Paul Gooley is involved in the life of the school.

St Joseph's Primary is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Performances by the parish Children's Choir at Sunday Masses
- Organisation of the Children's Liturgy of the Word rosters for Sunday Masses
- Participation in school Masses, class Masses and combined school Mass with St Paul's College
- Engagement with the Making Jesus Real Resource
- Teacher-led parent information sessions for Sacramental Programs

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Joseph's caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	24	23	25	19	31	22	31	175	197
Female	25	26	22	25	27	31	31	187	185
Indigenous <i>count included in first two rows</i>	11	9	9	9	11	12	10	71	72
EALD (Language background other than English) <i>count included in first two rows</i>	1	-	1	2	-	4	-	8	7



2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	93%	93%	92.3%	93.2%	91.3%	92%	98.1%	92.5%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	31
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	17
5.	Number of staff identifying as Indigenous employed at the school.	4
6.	Total number of non-teaching staff employed at the school.	23

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94%. This figure is provided to the school by the CSO.

There were no significant changes to staffing in 2016.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.



The school models and teaches students about respect and responsibility in a number of ways.

- During 2016 students were involved in a range of outreach activities, including weekly visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Citizenship awards were presented at our assemblies, while outstanding citizenship was recognised at the Annual Presentation Evening with awards from the Chamber of Commerce and our Local Member of Parliament.
- Modelling respect and responsibility was also directly linked to teachings within our school Behaviour Management Policy that focuses on Restorative Justice Practices.

Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2016 the school participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- Parent Teacher Learning Conversations allow parents an opportunity to meet formally with the staff of the school to engage in two-way conversations regarding student learning and to foster the partnership that exists between home and school.
- The monthly P&F Meetings enable staff and parents to engage in conversations regarding the general operations and direction of the school.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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 2016 the school continues to focus on effective teaching and learning to meet the diverse needs of all students. Through high quality pedagogy, curriculum and differentiation we offer personalised learning for all. Students are engaged in contemporary and engaging flexible learning with successful integration of technology across Key Learning Areas.

The school uses a wide range of tools for learning. Digital Technologies was a priority in 2016 and will continue into the future. As an introduction to Robotics and Coding, a school Lego Club was introduced for students to join. The success of the Lego Club has enthused and inspired many students to participate in Digital Technologies activities next year.

The Extending Mathematical Understanding (EMU) Framework has been implemented across the school. This approach to teaching, learning and assessment in Mathematics provides an opportunity to meet all students at their individual growth point and extends their knowledge and understanding through rich open learning opportunities in Mathematics.

The school has embedded Dance Fever and Gymnastics into Personal Development, Health and Physical Education and Creative Arts lessons. Students are able to positively engage in practical



lessons that build confidence, self-esteem and physical skills.

Successful transition programs from preschool to school and from Stage 3 to Stage 4 have been in place for many years. The school has a clear focus on improving the educational, social and emotional wellbeing of all students and ensuring that this provides for a positive educational experience.

To continue to build the faith formation of all students, the school has begun the implementation of Christian Meditation to allow students to actively engage in contemplative prayer.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 44 students presented for the tests while in Year 5 there were 53 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph's Primary, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	28.1	13.6	23.7	25.0	19.0	15.9	17.1	13.6	8.9	27.3	3.1	4.5
Writing	16.6	9.1	37.5	20.5	26.7	34.1	13.1	27.3	4.8	6.8	1.2	2.3
Spelling	27.4	4.5	27.0	20.5	21.7	20.5	11.5	27.3	9.2	18.2	3.1	9.1
Grammar and Punctuation	34.6	11.4	18.3	20.5	19.0	25.0	20.2	31.8	4.8	9.1	3.0	2.3
Numeracy	19.7	2.3	19.0	13.6	22.3	27.3	24.5	31.8	11.4	9.1	3.1	15.9

Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.4	9.4	23.2	11.3	23.7	22.6	18.8	18.9	12.9	20.8	6.0	17.0
Writing	5.2	1.9	13.5	11.3	31.3	24.5	33.7	45.3	11.1	9.4	5.3	7.5
Spelling	15.5	7.5	17.7	15.1	30.4	20.8	21.8	28.3	9.2	15.1	5.4	13.2
Grammar and Punctuation	20.9	3.8	19.9	13.2	23.4	22.6	20.4	28.3	11.4	22.6	4.0	9.4
Numeracy	15.5	5.7	15.0	5.7	26.6	18.9	25.8	35.8	12.9	26.4	4.3	7.5

2016 NAPLAN results indicate that students have made growth in the area of Spelling. In Year 3 the percentage of students in the top 2 bands for Spelling increased from 14.1% in 2015 to 25% in 2016. In Year 5 the percentage of students in the top 2 bands increased from 20.4% in 2015 to 22.6% in 2016. This growth is largely due to the implementation of a whole school approach to spelling. It is pleasing to note that the percentage of students 'at proficiency' increased from 2015 to 2016. This is testament to the professional development provided to staff including quality assurance feedback. NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly in the area of Numeracy.



3.3 Teacher Professional Learning

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

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat Day	8/4/2016	School Staff
School Review and Improvement	1/7/2016	School Staff
Extending Mathematical Understanding	23/9/2016	School Staff
Positive Behaviour for Learning	10/10/2016	School Staff

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Curriculum History Workshop	8	CSO Staff
Extending Mathematical Understanding	5	Dr Ann Gervasconi
Formative Assessment Strategies	3	Dylan Williams
Christian Mediation	5	CSO Staff
Additional Needs Workshops	4	CSO Staff

The professional learning expenditure has been calculated at \$7297.00 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Attendance	Changes Made	School Network, Website, App
Anti-bullying	Changes Made	School Network, Website, App
Behaviour Management	Changes Made	School Network, Website, App
Communication	Changes Made	School Network, Website, App
Child Protection	No changes	School Network, Website, App
Complaint Resolution	Changes Made	School Network, Website, App
Fire and Evacuation	Changes Made	School Network, Website, App
Grievances	No Changes	School Network, Website, App
Homework	Changes Made	School Network, Website, App
Medication	Changes Made	School Network, Website, App
Reporting	Changes Made	School Network, Website, App
Road Safety	No Changes	School Network, Website, App



Sun Smart	No Changes	School Network, Website, App
School Excursion	No Changes	School Network, Website, App
Student Wellbeing	Changes Made	School Network, Website, App
School Buildings and Grounds	No Changes	School Network, Website, App
Student Internet Use	No Changes	School Network, Website, App
OH&S	No Changes	School Network, Website, App

4.2 Enrolment Policy

Every new enrolment at St Joseph's Catholic Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

St Joseph's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. Through restorative justice practices, students are encouraged to restore relationships. The policy is based on levels of implementation and encourages positive behaviour for learning. The policy reflects the vision and mission of the school and the teachings of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The school's policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 Complaints and Grievance 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. The policy is available at the front office or from the school's website.



5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission

Conduct a review of the school Vision and Mission Statements

Explore the significance of our House namesakes and educate students about their links to our Catholic community and history

Explore the creation of sacred spaces within the school

Organisation and Co Leadership

Facilitate School Review and Improvement and develop a 5 Year Strategic Plan

Redesign playground and grounds for increased student participation in active play

Teaching and Learning

Foster a culture of collaboration through timetabling and professional learning opportunities

Promote the integration and use of the Google Suite of applications

Community and Relationships

Promote positive communication between parents and the school through the development of a Parent Handbook and improved resources provided on our school website

Explore additional opportunities for parent education and information sessions regarding school programs and policies

Adopt a framework that promotes Positive Behaviour for Learning that encompasses Restorative Justice Practices

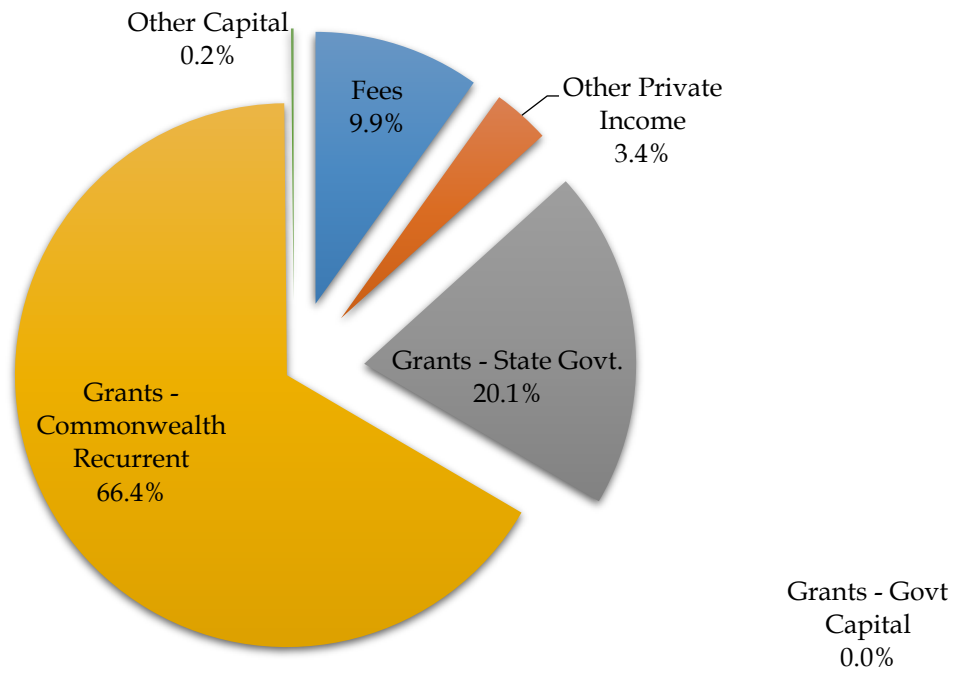
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2016 is presented below:



2016 INCOME - St Joseph's Primary School WEST KEMPSEY



2016 EXPENSE - St Joseph's Primary School WEST KEMPSEY

