

Annual School Report 2015 School Year

St Joseph's Primary
Port Macquarie



Wartlers Street
Port Macquarie 2444

PO Box 54
Port Macquarie 2444

Phone – 02 6583 3848

Fax – 02 6583 6976

Email – sjpport@lism.catholic.edu.au
Website - www.pmacjlism.catholic.edu.au

About this report

St Joseph's Primary, Port Macquarie 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 that monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2016 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 02 6583 3848 or by visiting the website at www.pmacjlism.catholic.edu.au



1. Messages

1.1 Principal's Message

The core purpose of St Joseph's Primary School is to support the members of the parish community in providing 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 Primary, Port Macquarie offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community. All of these areas combined to ensure that our school's mission is lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on school 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 Primary, Port Macquarie has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2015 the school:

- Achieved pleasing growth in bench-marked Reading Levels in K- 3 evidenced through the implementation of Early Learning Plans.
- Achieved pleasing results in Year 3 & 5 NAPLAN, especially in the areas of Writing, Reading, Punctuation and Grammar and Spelling. We are consistently above similar schools throughout Australia.
- Achieved excellent results in the Year 6 Religious Education test where two students received a High Distinction, ten received a Distinction and thirty-four received Credit certificates.
- Participated in the regional Tournament of Minds competition with two teams of Year5&6 students competing.
- Achieved pleasing results in the regional Da Vinci Decathlon- a competition to challenge our most able senior students.
- Participated in the International Competition and Assessment for Schools in English, Mathematics, Science, Spelling and Information Communication Technology. Many participants received Distinctions, Credits or Merits.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following activities provide an insight into the school's cultural program and community involvement. In 2015 the school:

- Implemented an extensive Speech and Drama program that enabled student to participate in Eisteddfods and other community events. Students achieved excellent results in the Trinity College of London Speech Exams.
- Implemented the K- 6 'Dance Fever' program and the St Joseph's Dance Teams. The Infants Troupe achieved Highly Commended while the Primary Troupe was placed first in their section and first overall in the Primary sections in the Port Macquarie & District Eisteddfod.
- Experienced significant growth and development in the School Band and Music Tuition Program with students performing at the 'Glitz & Glamour' concert and Carols by Candlelight.
- Continued the provision of lunchtime clubs and activities and after school classes in Dance, ICT, and Speech and Drama.
- Was represented at community events such as the Anzac Parade and Remembrance Day.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- Teams and individuals participated in Gymnastics, Dance, Intensive Swimming, Hot Shots Tennis, Basketball, Cricket, Soccer, Netball and Rugby League.
- There was a high level of participation in community events such as triathlons, gymkhanas, Little Athletics, local team sports and surf lifesaving.
- The school achieved representation in all sports at school, zone and diocesan levels. A select number of individuals represented at Polding, state and national level.
- Students participated in non-competitive Gala days where the emphasis was on participation and the associated social and well-being benefits.
- All students participated in School Athletics, Cross Country and Swimming Carnivals.

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 in providing and supporting diverse opportunities for our children.

Geoff Leary, *Principal*



1.2 A Parent Message

Parent involvement is highly valued and encouraged at St Joseph's Primary School. We have a group of very hard working parents that support the school's Parents and Friends Association (P & F) and other parent initiatives such as the Parent Assembly.

During 2015 a Parent Assembly representative addressed Kinder Parent meetings, P&F meetings and whole school meetings. There were opportunities for parents to listen to several guest speakers throughout the year, covering a range of topics associated with developing parenting skills. The representative provided a welcoming face to new Kinder parents at pre-enrolment orientation days encouraging community and school liaisons. The Parent Assembly implemented the Faith Development Program which provided information and activities for parents to share with their child, enabling parents to support and journey with their children through the school Confirmation Program. The Parent Assembly continues to add to the Parent Resources for the school library in the form of books and DVD's.

During 2015, the P & F organised the Pool Party, Sunday Funday and a Trivia Night. These and other events held throughout the year provided parents with an opportunity to organise and participate in fundraising ventures. This in turn helps to instil a sense of pride when the proceeds can be directly connected to student engagement within the school, such as through new computers in the IT Lab and contemporary furniture in classrooms. Whilst providing extra funds for the school, many events such as the school Christmas Carols night were organised as an opportunity for families to gather in a social setting to foster relationships within the school community, an aspect embraced by St Joseph's Primary School.

A network of Class Parents is promoted through parents nominating to be on the list as contact members. These people provided meals to families in need during the year and support staff and the school community when required.

Parents were also involved as tutors, mentors and presenters in an area of interest. They also assisted at sports carnivals, in the library and canteen, and attended excursions.

Parent/Teacher interviews were offered in Term 1 and parents received a written report in Terms 2 and 4 with interviews if requested. Parents were able to request a "Cohort Comparison Chart" which showed distribution of the common grade scale (A-E). Parents of students with Additional Needs were invited to Individual Education Plan (IEPs) meetings and were able to request a modified Student Progress Report for their child.

Peta Rourke
*Parent Assembly Cluster Organiser
Hastings Macleay Region*

Jodie Kennedy
*St Joseph's Primary
Parent and Friends President*

2. This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Port Macquarie and is part of the St Agnes Parish that serves the communities of Port Macquarie. School families are drawn from the towns and communities of Port Macquarie, Wauchope, Lake Cathie, Telegraph Point, Rawdon Island, Blackmans Point and Bonny Hills.

Last year the school celebrated 102 years of Catholic education.

The assistant parish priest Father Peter Wood is involved in the life of the school.

St Joseph's 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:

- Participation at parish Sunday Youth Masses, Kids' Church and morning teas.
- Participation in parish sacramental program.
- Involvement with and support for Mount Carmel House and Emmaus within St Agnes' Retirement Village.
- Rosary bead making supported by local parishioners.
- The Mini Vinnies Team and support for the Parish Soup Kitchen.



- Implementation of the Making Jesus Real resource and provision of faith leadership opportunities for Stage 3 students.
- Student Discipleship opportunities through an 'Encounter' experience, and invitations to attend 'Exuro' in Year 5 and 'Incitare' in Year 6.
- Ministries such as Altar Serving, Reading and Offertory.

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, the Foundational Beliefs and Practices – The Essential Framework*. 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 Primary, Port Macquarie caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2015	TOTAL 2014
Male	29	24	33	31	30	35	28	210	216
Female	25	34	25	28	27	28	30	197	187
Indigenous <i>count included in first two rows</i>	2	3	3	3	9	4	5	29	31
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	2	2	3	1	4	3	15	15

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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. Classroom teachers follow up unexplained absences promptly. Parents are requested to provide a note to the teacher immediately the child returns to school, or reply to the text message generated on the day of absence by the school. 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 2015 was 93.7%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	94.7	93.1	93.8	94.7	93.6	93.3	93.4

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.	22
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.	16
5.	Number of staff identifying as indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	22

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 staffing changes last year.

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.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2015, the school promoted 'Student Proclaim' to address these and other values identified by the school community. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's Behavioural Care and Education Policy, underpinning our interpersonal relationships and characterising our methods of learning. The implementation of *Making Jesus Real*, the Peer Support Program, the Year 5/6 & K/1 Buddies and Mini Vinnies Team exemplify student discipleship. During 2015 our Anti-Bullying and Behavioural Care and Education Policy were reviewed with staff and parents.



2.7 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 2015 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.
- In 2015 the school community participated in Insight SRC surveys, data collection and analysis. Insight SRC will now be an annual method of gauging student, parent and teacher evaluation of our school.

3. 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.

The school curriculum provides programs, strategies and initiatives that cater for a diverse range of student interests, talents and abilities. St Joseph's Primary School delivers targeted intervention to students requiring learning support, including MiniLit and MultiLit, Reading Recovery, Support a Talker and Individual Plans/Indigenous Personalised Learning Plans. The school also extends gifted and talented students across the curriculum through appropriate classroom pedagogy as well as through a range of programs and activities such as the Da Vinci Decathlon, Talented Writers, Tournament of the Minds, sporting representation, Speech and Drama, Visual Arts, and Dance and Music tutoring and performances. The school continues to develop curriculum adjustments, differentiation and goal setting to personalise and enhance the learning for each child. The assessment procedures of the school are informing quality teaching and learning experiences to promote high standards in learning for each child.

The introduction of a Leader of Pedagogy (LOP) in 2013 has been instrumental in embedding the practices of a Professional Learning Community and 21st Century learning through the lens of the Contemporary Learning Framework (CLF). The staff is engaged in continuous, job-embedded professional development through their participation in Professional Learning Teams, which focus on changing pedagogy and responding to assessment data to support all children learning at high levels.

Technology as a tool for teaching and learning is a priority for ongoing staff development. Technology helps promote increased student motivation, engagement and learning. Specialised technology lessons are also offered to children after school hours. Significant planning has taken place for the introduction of new and wide-ranging capacities in technology (including hardware purchases, wireless access and education on the use and application of this technology) and the introduction of BYOD in Stage 3.

Student well-being and pastoral care scaffolds the curriculum at St Joseph's. The Religious Education curriculum and other initiatives such as Making Jesus Real, LAP, Peer Support, clubs and the school's Behavioural Care and Education Policy are significant components of our total effort to improve students' social and emotional wellbeing and their ability to access the curriculum.

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, 59 students presented for the tests while in Year 5 there were 62 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 School 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										
Reading	30.5	47.5	19.5	15.3	21.0	18.6	19.0	15.3	5.7	1.7	4.3	1.7
Writing	15.9	6.8	38.5	67.8	23.0	20.3	16.4	5.1	4.3	0	1.8	0
Spelling	27.1	33.9	20.1	23.7	20.8	27.1	18.4	10.2	9.6	1.7	4.0	3.4
Grammar and Punctuation	32.1	32.2	20.4	25.4	23.6	33.9	12.6	8.5	7.3	0	4.1	0
Numeracy	18.8	16.9	19.3	22.0	23.8	37.3	21.1	18.6	12.6	5.1	4.4	0

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										
Reading	17.5	8.1	20.5	32.3	21.8	27.4	20.7	19.4	15.0	12.9	4.6	0
Writing	6.2	3.2	15.2	14.5	31.5	45.2	32.6	25.8	8.7	6.5	5.8	4.8
Spelling	12.9	8.1	27.0	22.6	25.2	35.5	20.0	21.0	10.4	9.7	4.5	3.2
Grammar and Punctuation	18.1	12.9	20.6	21.0	21.5	29.0	22.5	24.2	10.7	8.1	6.6	4.8
Numeracy	14.1	9.7	16.6	17.7	25.6	27.4	25.3	33.9	15.3	11.3	3.0	0



As can be seen from the table the percentage of students in the top three bands in Reading, Writing, Spelling and Grammar & Punctuation is pleasing compared to State figures in both Year 3 and Year 5. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in reading comprehension and spelling. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Numeracy and the growth of students in the top quartile. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

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 so as 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 2015 were:

Staff Professional Learning Activity	Date	Presenter
Whole School Planning and Organisation	27.1.15	Leadership Team
School Review & Improvement	20.7.15	Leadership Team
Australian Curriculum: History	17.8.15	Leadership Team
Australian Curriculum: English and Geography	6.10.15	Leadership Team

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

Activity	Staff numbers	Presenter
Senior First Aid	40	Parasol
Australian Curriculum: Mathematics, Science & Technology	25	CSO/ Leadership Team
Additional Needs	40	CSO/ Leadership Team
Early Learning Plans/ Best Start	8	CSO

The professional learning expenditure has been calculated at \$9300 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. 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 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Anti-Bullying	Reviewed	School website
WHS Policies	Reviewed	School intranet
Critical Incidents	Reviewed	School Intranet
Behavioural Care and Education Policy	Reviewed	School Website
Enrolment	No change	School Website
Student Attendance	Reviewed- changes made	School Website
Complaints and Grievance	No change	School Website
Electronic Users Agreement	Reviewed	Hard Copy via Office
Social Media Policy	Reviewed	School Website

4.2 Enrolment Policy

Every new enrolment at St Joseph's Primary, Port Macquarie 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 Student Welfare Policy, Pastoral Care Policy

St Joseph's Pastoral Care Policy is based on the Gospel truth 'love one another as I have loved you.' It determines our school behaviours, responses and structures. To live out this policy, the school has adopted various programs aimed at helping students value themselves and experience positive well-being. These programs include promoting self-esteem, interpersonal relationships, Catholic social teaching, moral development and education about sexuality, anti-bullying, drug awareness, child protection, health and personal safety.

4.4 Discipline Policy

The Behavioural Care and Education Policy is founded on the Pastoral Care Policy. The Behavioural Care & Education Policy is aimed at fostering self-discipline through students appreciating their power of free choice and the ability to bring about change in behaviour. We believe that reconciliation is fundamental to the understanding of behavioural care and education, and that procedures will be restorative rather than reactive. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through the policy and are supportive of the need to provide a safe and caring learning environment. A clear 'Line of Consequence' is applied to evaluate and support positive student behaviour. 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 maintained. The policy is available at the front office or from the school's website.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2015 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 Faith and Culture

- Continue to implement 'Making Jesus Real' resource through prayer life and school culture
 - Promote avenues for parent faith development
 - Support staff to gain accreditation through 'Work, Lead and Teach'
-

Teaching and Learning

- Implement the Mathematics in NSW curriculum, with associated pedagogy
 - Explore Conceptual Planning in English
 - Consolidate the implementation of the Science and Technology curriculum, and prepare for the introduction of the HSIE (History and Geography) curriculum in 2016
-



Organisation and Administration

- Complete the 5 year School review and Improvement process, resulting in a Strategic Five Year Plan from which the 2016 Annual Plan will be drawn
 - Introduce Schoolworx; report and monitor student attendance via Schoolworx
-

Relationships

- Promote high expectations, engagement and partnership with and between all stakeholders
 - Promote and support a new P & F committee to build community
 - Monitor the well-being and workload of staff.
-

6. 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 2015 is presented below:

