

St Joseph's Primary TENTERFIELD  
Annual School Report to the Community

2014



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**Principal**

Mrs Geraldine Holland

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## ABOUT THIS REPORT

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

The *Annual School Report to the Community* provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

### **Principal's Message**

It is with a anticipation that I give my last report at St Joseph's Tenterfield. I am both afraid and excited about what the future holds for both myself and my family. We have enjoyed our time in Tenterfield and are sad it has come to an end. We are however opening another chapter in our lives and know you will wish us the best as we go on forward.

We are reminded about the anticipation of our year 6 students as they too close this chapter in their lives. The move from year 6 to High School is one which comes around all too soon for the parents, and not soon enough for the year 6 students. This year we celebrate the students' achievements, perseverance and success. This is also a time for students to dedicate themselves to making the next year even better. Remember that you don't have to follow the crowd. Do the right thing, even if no one is looking. Study hard and remember that you're investing in yourself every time you do your work to the best of your ability.

Congratulations to everyone else who helped our year 6 students get where they are today. Thank you to everyone who has worked hard to not only make today a great day, but to make this year an amazing one.

### **Parent Body Message**

This year the P&F have been able to contribute a substantial amount of money to the school to help purchase resources for Maths and English. As well as providing money for resources the P&F have contributed money for excursions and general outings around the local area.

The P&F however are more than a fundraising body. We have been able to help the school with a welcome BBQ for new parents, morning tea for grandparents, a BBQ for Carols By Candlelight and catering for the end of year presentation day. All of these events help to build the school community as a welcoming and friendly place to be.

### **Student Body Message**

At St Joseph's all of year 6 are school leaders. As leaders we are expected to run assemblies, welcome visitors and maintain the sports shed. We are also expected to look after the other students. We also led the school in morning prayer. We assisted anywhere needed such as representing our school at ANZAC Day and Remembrance Day. We also assisted with fundraising activities for Catholic Missions. The Sports Captains worked hard to assist the staff in organising the younger students at sports carnivals and by giving out sports equipment during break times

all year. Our roles have enabled us to be responsible, trustworthy, organised and active members of our school. School leaders 2014.

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## SECTION TWO: SCHOOL FEATURES

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

St Joseph's Primary is a co-educational school catering for students from Kindergarten to Year 6. The first Sisters of St Joseph of the Sacred Heart came to Tenterfield on 17th April, 1880. Saint Mary MacKillop visited the first convent in August 1890. In July 1914, the now School Administration Centre was blessed and dedicated as the new convent. The first school was the lower storey of the first convent until the building of the school on the present site in 1914. In 1966 further additions and alterations were made to the school. A demountable classroom was added in the late 1970's. The Parish of Tenterfield farewelled the Sisters of St Joseph in 1992. In the 2008 school year the school completed a major building and refurbishment project, having received a Commonwealth Grant of \$955,000 in 2005. St Joseph's has been part of the Country Areas Program (CAP) for 16 years and receives extra funding to support teacher development. In 2008 and 2009 the school received Australian Government grants each to the value of \$55 000 to install water tanks and solar panels. In 2009, the perimeter fencing around the school was erected and footpaths in front of the Administration Centre and along Scott St were constructed. In 2010 the school held celebrations to mark the canonisation of St Mary MacKillop whose sisters founded the school in 1880. In 2011, a new hall, classroom and disabled facilities were constructed completing the master plan of the school.

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## SECTION THREE: 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. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
47	60	5	107

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

### Student Attendance Rates

The average student attendance rate for 2014 was 93.14%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.25%
Year 1	93.95%
Year 2	92.55%
Year 3	92.05%
Year 4	93.13%
Year 5	92.28%
Year 6	92.77%

## **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 Director of Catholic Schools or designated Catholic Schools Office Armidale 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.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8	4	12

\* This number includes 7 full-time teachers and 1 part-time teachers.

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

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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

<b>Term 1</b>	English Curriculum, WHS, Disability Discrimination, online Science and Maths modules through the CSO
<b>Term 2</b>	Kids Matter
<b>Term 3</b>	Assessment in Religious Education
<b>Term 4</b>	Maths and Science Scope and Sequencing

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	8
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

#### Liturgical Life

St Joseph's Primary School is part of St Mary's Parish, Tenterfield. The Principal and Religious Education Co-ordinator, work with the Parish Priest, who is often involved in school activities. The school incorporates the Program 'Celebrating Our Journey' into all aspects of school life and this contributes significantly to the Catholic culture evident in the school. All classes attended Parish Masses a number of times each term. Once a term the whole school celebrated Mass together. St Joseph's commenced the school year with a Mass and Induction of school leaders. St Joseph's Feast Day was celebrated with a school Mass. Ash Wednesday saw all students attend Mass. The school also gathered to celebrate Feast Days in the Liturgical Year. The school gathered to celebrate the conclusion of the school year with a Mass in the Parish Church.

#### Staff and Student Faith Formation

Daily prayer time continued for staff and students throughout the year with school leaders also leading the school community in prayer at assemblies. Sacramental programs were carried out with Year 5/6 students making their Confirmation and Year 3 students making their first Reconciliation and receiving First Holy Communion. Parents were welcomed to participate through meetings and attending programs. The whole school staff participated in a Religious Education Inservice day in October which was led by Lee Herden.

#### Social Justice

The students learn about issues regarding those who are marginalised in society and how people perceive those who may be different. There is an emphasis on 'treating people as you would like to be treated yourself'. A part of the Religious Education syllabus requires students to live out the Gospel values in a practical way in their daily lives. Students also learn about the work of Caritas and Catholic Mission throughout the year and are able to contribute to various fundraising activities.

## Parish Links

St Joseph's School, Tenterfield is very much a part of St Mary's Parish. Father Barry Leech, the Parish Priest, supports the pastoral role of the school. Fr Leech is actively involved in the St Joseph's School Board and is consulted regarding administrative and financial matters of the school. Members of the school staff are active members of St Mary's Parish as are many school families. Parish members are invited to all significant school events. This year the school took pride in helping the Parish Bazaar with student made goods. The school also played host to a Carols By Candlelight event which was well attended by the parish.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	31.91

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

St Joseph's Primary School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

Staff at St Joseph's have continued their commitment to cater for the varying academic range and needs of the students. Scope and Sequence plans for all Key Learning Areas are continually revised and updated to allow for more clearly defined outcome oriented programs. Experienced Educational Assistants support teachers with students within the classroom. The school has strived to continually update technology with the acquisition of interactive touch screens, new notebook computers, smartboards and internet access available in all primary classrooms. A comprehensive sporting program exists with three major school carnivals through which children may reach Diocesan, State and National representation. Students represented the diocese at state level in athletics while there were representatives at diocesan level in cross country, swimming and touch football. Daily physical education continues to be a part of the program for all classes complemented by the continuation of the Crunch and Sip program throughout the school. The cultural program saw students broaden their outlook through participation in Oracles of the Bush.

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

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

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

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	50.00%	46.20%	8.00%	13.10%
	<b>Writing</b>	67.00%	39.10%	0.00%	11.20%
	<b>Spelling</b>	42.00%	43.70%	0.00%	14.80%
	<b>Grammar</b>	42.00%	49.90%	0.00%	11.90%
	<b>Numeracy</b>	50.00%	36.20%	8.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	33.00%	34.50%	13.00%	16.30%
	<b>Writing</b>	7.00%	15.50%	13.00%	21.40%
	<b>Spelling</b>	13.00%	33.60%	27.00%	16.40%
	<b>Grammar</b>	33.00%	36.60%	7.00%	16.10%
	<b>Numeracy</b>	25.00%	25.90%	0.00%	18.10%

### **Student Welfare Policy**

There were no changes to the Student welfare policy this year.

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

### **Discipline Policy**

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

There were no changes to the Student welfare policy this year.

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

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies 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 Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

### **Initiatives Promoting Respect and Responsibility**

It is expected that students at St Joseph's School will demonstrate respect for each other and for members of the school community in order to maintain a harmonious environment. Students are expected to address their teachers and each other by name. It is expected that students will use manners and demonstrate respectful, cooperative and inclusive behaviour whilst at this school. The children are expected to act responsibly at this school. The students are expected to work and play in a respectful and very cooperative manner. They are also given many responsibilities at the school. The structure of student leadership lends itself to this. Students also participate in a buddy system where they act as mentors for younger students. In 2014 all classes participated in the Bounce Back programme.

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## SECTION NINE: 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 Improvement Plan and informed by the document *Diocesan Intentions and Directions 2012-2014*. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2014**

Implementing the new English Syllabus has been a priority this year. All staff have been working on this and are becoming more familiar with the requirements of the syllabus and the subsequent changes to classroom teaching. Ongoing staff development in Maths and Science has seen staff prepare for the changes in these Curricula next year. The commitment from Armidale CSO has seen a continuation of MiniLit this year and this has seen growth in student reading achievement.

### **Priority Key Improvements for 2015**

Implementation of the Science and Maths Curricula will be priorities for 2015, as will be the continuation of MiniLit. Staff will begin to build learning communities. The school will also implement MultiLit and begin focused Comprehension groups.

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## SECTION TEN: PARENT, STUDENT AND TEACHER 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**

Parent survey responses were received from 17 respondents. This equates to a response rate of 51%. St Joseph's Primary School recorded an overall parent satisfaction score of 73% (3.65 out of 5).

### **Student Satisfaction**

Student survey responses were received from 41 out of a total of 47 eligible respondents. This equates to a response rate of 87%. St Joseph's Primary School recorded an overall satisfaction score of 77% (3.9 out of 5).

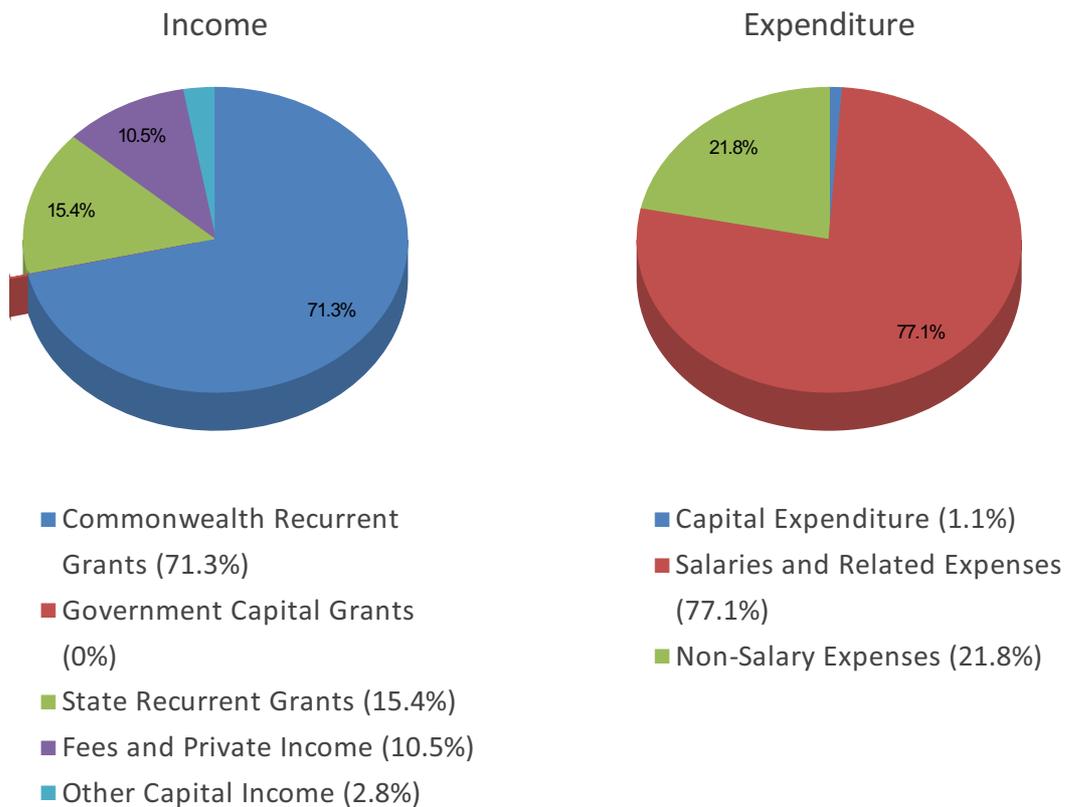
### **Teacher Satisfaction**

Staff survey responses were received from 4 out of a total of 8 eligible respondents. This equates to a response rate of 50%. St Joseph's Primary School recorded an overall staff satisfaction score of 72% (3.6 out of 5).

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**SECTION ELEVEN: FINANCIAL STATEMENT**

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2014 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,056,847
Government Capital Grants <sup>2</sup>	\$474
State Recurrent Grants <sup>3</sup>	\$227,590
Fees and Private Income <sup>4</sup>	\$156,265
Other Capital Income <sup>5</sup>	\$40,773
<b>Total Income</b>	<b>\$1,511,289</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$16,228
Salaries and Related Expenses <sup>7</sup>	\$1,103,685
Non-Salary Expenses <sup>8</sup>	\$311,465
<b>Total Expenditure</b>	<b>\$1,431,378</b>

For the 2014 year the St Joseph's Primary received \$36,013 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

**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.

## **Enrolment Policy**

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

### POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

#### 1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

#### 2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

### 3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support

required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

#### 4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

#### 5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

#### 6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").