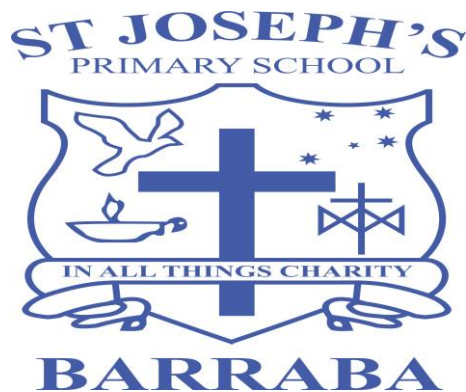


Annual School Report 2023 School Year

St Joseph's Primary School, Barraba



60 Fitzroy Street
Barraba NSW 2347

Phone 02 6782 1685

Web <https://stjosephsbarraba.catholic.edu.au>

Principal
Dominica Bearman

About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale 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 provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2024 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6782 1685 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Students have had a successful year. Almost all students exhibited a year's worth of growth, particularly in reading, and some students exceeded expectations as demonstrated in the PAT tests. Those nominated for Students of the Week were often recognised for academic success. Teachers worked hard to embed the Living Well, Learning Well framework, linking calm classrooms with academic success, whilst focusing on respect and valuing the individual by demonstrating gratitude. School Captains presented weekly recognition certificates to students that demonstrated the values expressed in the framework.

Great support was received from the parent body throughout the year. Attendance at some events reached close to 100%. Parents attended sporting events, cultural events such as Book Week and spiritual events such as confirmation and first Communion Mass. Parents engaged with those being supported by PPs and in student conferencing. The community came together for learning initiatives such as Literacy Block, so that all had an understanding of the program and the theory behind why we did the things we did. The highlight of the year was the level of community support received for conducting the Diocesan Schools Cross Country Carnival which saw up to 800 students descend on Barraba.

Two very successful excursions were conducted. Years 3 and 4 visited the outdoor recreation facility at Lake Keepit and Years 5 and 6 visited Canberra. Students participated in the Anzac Day march, Remembrance Day ceremony, Frost over Barraba and the Barraba Show.

Students were provided with an opportunity to be involved, breaking the diocesan record for small schools, winning the Polding championships, and finishing 4th in the state.

Dominica Bearman
Principal

1.2 A Parent Message

This year saw 10 members on the School Advisory Council (SAC). Thanks to Secretary Katie Hall and other members, Karen White, Caitlin Griffiths and Amy Phillips for all their help throughout the year. Welcome to new members Ben Crowley, Ben Abell, Courtney Stevenson and Maria Wilson.

The SAC meets four times a year to hear operational updates from Principal Simon Fleming and to provide advice where needed. This year, uniform, staff recruitment and resourcing, promotion of the school in the community, and school grounds maintenance and improvements were discussed.

The Fundraising Committee operates independently of the SAC. Thanks to committee members Katie Hall, Karen White and Caitlin Griffiths and welcome to Justine Harris, and Courtney Stevenson. Thanks also to everyone else who helped with fundraising throughout the year; any help is much appreciated and always welcome.

A family fun day was run in Term 3 and a trivia night in Term 4. The school hosted the Diocesan Cross Country Carnival, catered at Tycolah Bull Sale and ran a pie drive, amongst other fundraising activities.

Funds raised provide a second day of canteen each week, subsidise some of the uniform, subsidise school excursions to Canberra and Lake Keepit, and sometimes help out with maintenance and improvements around the school, such as providing the shade sail over the play equipment.



Hannah Johnston, Maria Wilson
Chairperson
School Advisory Council

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Barraba and is part of the St John's Parish which serves the communities of Barraba and surrounds, from which the school families are drawn.

Last year the school celebrated 113 years of Catholic education.

The parish priest, Father John Curran, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Joseph's Primary 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.

The Religious Education Coordinator, Principal and class teachers liaise with the parish priest, Father John Curran, when preparing the children for sacramental programs and for whole school masses and liturgies. Parents of students in sacramental classes attend a parent information meeting with the parish priest, class teacher, Religious Education Coordinator (REC) and Principal at the commencement of each instruction period. At these meetings, parents are informed about the sacrament, the Sacramental Program and procedures for the celebration. The REC provides additional preparatory sessions in the lead up to the sacraments. This year, students were confirmed by Bishop Michael. Some students completed holy Communion, baptism and reconciliation. The school held fund-raising activities for both Caritas and Children's Mission. The Storytelling Method of teaching about stories from the Bible was used across all grades K-6.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 30)	
Year 6	27

2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2023	TOTAL 2022
Male	6	7	5	3	2	3	2	28	18
Female	5	4	1	6	3	2	3	24	16
Totals	11	11	6	9	5	5	5	52	34



2.4 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, 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 or their delegate. 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 2023 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	89.0%	86.0%	94.0%	88.0%	92.0%	88.0%	86.0%	89.0%

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.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- 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.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.



2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	6
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	7
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	6

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 embedded in the Living Well, Learning Well framework lie at the heart of St Joseph's, 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 interpersonal relationships. The school held a special parent forum at the start of the year to address the meaning of the framework as a new way of working with children and young people. Many of the awards presented to students throughout the year are indicative of these values.
- Students were involved in a range of outreach activities, including fortnightly visits to the local nursing home by Years 3-6 classes in Terms 3 and 4. 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. Outstanding citizenship is recognised at the Annual Presentation Assembly. The Mary MacKillop Awards for displaying Christian values were presented on Presentation day.

2.7 Parent, Student and Teacher Satisfaction

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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.



Parent Satisfaction

Overall, parents are very satisfied with the educational opportunities offered at St Joseph's. Parents recognised that the school embodies a positive teaching and learning environment. Parents enjoyed the small-school, family atmosphere. Consequently, the personal touch offered is highly valued. A lot of parents made positive comments about staff commitment and care for students. Parents and staff were happy with the grounds and facilities, classroom resources and school communication. Parent satisfaction is gauged in a number of ways, including an annual school survey, additional parent surveys, anecdotal evidence and feedback through the School Advisory Council and the P&F Association.

Student Satisfaction

Overall, students are very satisfied with the educational opportunities offered at St Joseph's. The students enjoyed the wide range of learning opportunities the curriculum offered and the many opportunities they had to use a wide range of technology. Students rated their teachers highly, particularly in the way they encourage them to do their best. Playing sports with their friends and the school canteen were highlights. Student satisfaction is gauged in a number of ways, including a school survey, anecdotal evidence and feedback from school leaders during learning walks and talks. Student-to-student relationships is an area for improvement as well as connection to the school.

Staff Satisfaction

Staff members of St Joseph's expressed a high level of job satisfaction. They enjoy working in an environment that is professional, open, and friendly and is based on respect and understanding. All staff members experienced the support of colleagues and felt supported by the wider school community. The survey indicated that staff feel they can participate in learning conversations and that school leaders know them as a person and support their well-being. All staff are committed to ensuring a high standard of teaching and learning. Staff satisfaction is gauged in a number of ways, including a school survey, anecdotal evidence, and oral feedback during professional learning meetings. Areas for improvement include a greater opportunity for communication between staff and leadership and feedback on teaching practice. More work still needs to be done to improve understanding of the Living Well, Learning Well framework with staff and the language of mindfulness rather than control.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the NESA 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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

A focus was maintained on collecting data to inform the next steps in student learning, using external and internal forms of assessment and visual data walls. Individual student goals for reading, writing and mathematics were created to assist children in improving their knowledge and skills. Throughout the year, the Inclusion Support Teacher, Leader of Pedagogy and an education assistant worked intensively with small groups of students to teach the MiniLit and MacLit programs. The kindergarten teacher used InitialLit with this cohort. Both programs proved to be successful in ensuring student



growth. The Leader of Pedagogy, along with the Inclusion Support Teacher and Principal monitored these programs and overall student achievement within the school. This work was fundamental in ensuring the success of the program. The Literacy Block continued to be a protected learning time. BIG write and VCOP continued to help improve writing stamina and quality across the school. Students participated in a music program, taught by the Tamworth Conservatorium of Music, where each class (K/1, 2/3/4) enjoyed djembe lessons with a qualified music teacher.

Academically, St Joseph's experienced many learning opportunities and students achieved pleasing growth, particularly in reading and writing. The implementation of the new English and Mathematics syllabus will continue to be a focus for the school.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 9 students presented for the tests while in Year 5 there were 5 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.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

At St Joseph's Primary School, school and student performance are 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 Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary School students in the top two levels compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
30.0	70.0	20.0	13.0	40.0

Note: Year 5 had five or less students who participated in the Assessments this year and the NAPLAN information has been withheld to protect the privacy of the students.



4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' 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.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.

4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation



and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

St Joseph's Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

St Joseph's Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).

4.4 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

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 Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.

Key Goals Achieved and Implemented in 2023	Key Goals for 2024
<ul style="list-style-type: none">• Embedded Living Well, Learning Well consistency across the school to assist in building a strong team.• Improved learning outcomes in Religious Education and Numeracy.• Students are challenged to reach their full potential through high expectations and shared responsibility.	<ul style="list-style-type: none">• Develop Living Well, Learning Well framework through consistent use of language, communication and actions.• Enhance/ Develop the professional capacity of all staff to adopt the 14 parameters with a particular focus on assessment and instruction.• Successful implementation of the new English/ Maths syllabus for Years 3-6 and look to embed K-2 MaST and English programs.



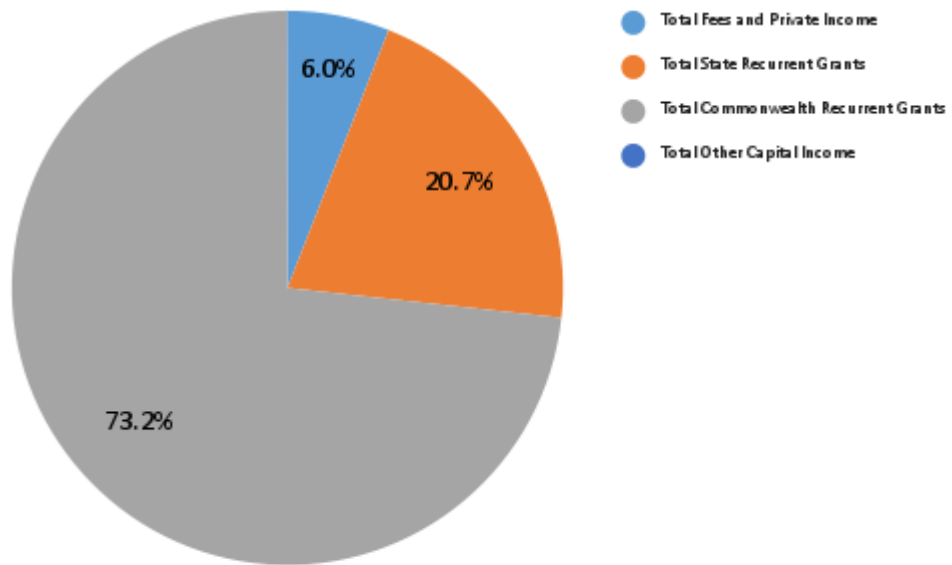
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 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 2023 is presented below:



2023 Income - St Joseph's Primary School, Barraba



2023 Expenditure - St Joseph's Primary School, Barraba

