



St Joseph's Catholic Primary School Narrabeen

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

It is my pleasure once again to present the Annual Report for 2013. The year was a significant one for St Joseph's Catholic Primary School, Narrabeen. The school took part in three processes of Review and was commended in each for the quality of education, pastoral care and witness it provides to the Catholic faith for the school community.

Preparations began for the upcoming 75th Anniversary of St Joseph's Catholic School and to coincide with this, work also began on the formation of an advisory School Board. Staff participated in re-focusing on the core values of the school by exploring the history of the school and the work of the Sisters of the Good Samaritan, reflecting on where the school is at present and discussing future directions for the school.

The school looks forward to the many celebrations for the anniversary in 2014.

School Principal

1.2 Message from the Parent Body

We had a fantastic year at St Joseph's with some wonderful fundraising and social activities. It is a great experience working in the P&F by enabling communication between the school and families, to achieve the best possible outcomes that will benefit all families.

We raised a fantastic amount of money through various fundraising activities, the main event being the Trivia Night, which really demonstrated the strength of our school community. With the funds raised we were able to purchase various resources for our children's learning and development. The committee has had a great time getting to know all the St Joseph's families and many friendships have been made. We are confident that these friendships will form the basis for continued success and happiness at St Joseph's for parents and teachers alike.

President of the Parents and Friends Association

1.3 Message from the Student Body

St Joseph's is a great school of which to be part. Because we are a small school, everyone knows each other very well. As school leaders we have the responsibility of looking after our Kindergarten Buddies and being positive role models for all students. This year we took part in many fun events such as our leadership camp, the school musical and our trip to Canberra. We have enjoyed being part of St Joseph's and wish next year's school leaders lots of success.

School Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
77	85	22	2	162

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
13	0	0	13

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

2.5 Teacher Satisfaction

Teacher satisfaction was measured during preparation for review in early 2013. In nominating areas of strength, the staff named collegiality, collaboration and a strong sense of professionalism amongst the teachers. Feedback from review confirmed the teachers' understandings which came through the many positive comments in the report. A highlight of the year for the staff was the two day gathering where together they explored the core values they believe guide their teaching profession.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	96
2	94
3	95
4	99
5	97
6	95

The average student attendance rate for 2013 was 96%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.



2.7 Student Satisfaction

During 2013, student satisfaction was measured on a number of occasions in preparation for School Review. Independent survey data from 2012 was used, as well as discussion panels with senior students. Feedback from the students included comments such as:

- "I like my school because everybody knows each other and looks after each other. I especially like to look after my Buddy and all the Kindy Buddies".
- "The musical this year was excellent. Everybody got a chance to perform and my parents thought it was the best so far".
- "The teachers really care for the students and make school a good place at which to be at".

Feedback from the School Review panel commented on the quality of Pastoral Care for the students – "a comprehensive focus on student needs...places the school in a strong position to continue to develop wellbeing in the students, built on clearly articulated Catholic values."



3. Catholic Life and Mission

3.1 Catholic Heritage

At St Joseph's we are very proud of our history and Catholic heritage. Our Catholic traditions are worth celebrating and sharing with the local community. Work has begun on exploring our Catholic heritage more closely in preparation for the 75th Anniversary in 2014.

St Joseph's was founded by the Good Samaritan Sisters in the Benedictine tradition in 1939. The school was staffed by the Sisters until 1985. The Good Samaritan charism that underpinned the life and work of the Sisters is still evident in the school's commitment to the virtues of community, respect, compassion and stewardship.

There remains in the school a very close link between the school and church. St Joseph's began as a Parish school and for many years the school was supported financially by the Parish. The link today is evident in the relationship between parishioners, clergy and school families.

3.2 Religious Life of the School

Many of our students entered the inaugural Bishop David Walker Student Religious Art Prize with one student awarded one of the major prizes for her drawing. Many other students received commendations for their works. Religious art has become a major part of the students' work in Religious Education.

As a Catholic school our religious life remains central in our daily activities. Each class prays daily. All classes have a dedicated sacred space that acts as a focus for daily prayer. The celebration of the Eucharist is central to our faith and classes attend a weekly parish Mass each Thursday on a Stage-by-Stage roster. We also celebrated important liturgical events throughout the year such as school Masses at the beginning and end of the year, at the commencement of each term, on special feast days such as St Joseph's Day and the Feast of the Assumption, and during Mission Week. The school, in conjunction with the local Catholic high school, prepared the weekend Parish Mass each month. These Parish Family Masses were all well attended.

We continued to receive regular visits from our Co-ordinator of Parish Life and our two Priests-in-residence. This ensured that the school community has constant contact with our church. The support from the Parish continued to strengthen. The involvement of the clergy in the Leadership Camp, the Year 6 Reflection Day, classroom visits and Liturgical celebrations helped deepen the students' understanding of their faith.

3.3 Catholic Worldview

Catholic Worldview is the lens through which Catholics view the world. It is a tangible expression of the call to Catholic discipleship. Catholic Worldview pervades all aspects of the school's life including its policies, practices and procedures.

This year we continued strengthening the concept of service learning; social justice is not just about raising money to send to the missions but it is about understanding at a deeper level our obligation to make life better for others. The social justice concept of "See, Judge and Act" was linked to the idea of "Head, Heart and Hands". As well as action we need to have a change of heart and learn more as to how we might bring about change. Other focuses throughout the year included raising money for Project Compassion by conducting class-based initiatives while being supported through learning about the work of Caritas.



The school provided financial support to the building of a church in a new housing development in the Korean city of Incheon. This initiative was also extended to include the Parish community.

Families contributed to the annual St Vincent de Paul Christmas Appeal by donating items for hampers for needy families. Students visited the local nursing home to perform for the residents at different times of the year including Christmas.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

The school's leadership team continued their individual post-graduate studies. The staff joined together for a two day reflection focusing on the values that the school encompasses in light of our heritage and contemporary mission.

In 2013, all teaching staff at St Joseph's, Narrabeen have been accredited to teach Religious Education.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Pastoral Care is one of the three key domains of the school's annual plan. The focus for this year was to ensure students, their families and staff feel safe and supported in a nurturing and inclusive environment. The school follows the Diocesan behaviour management system of Positive Behaviours for Learning. This continues to provide students and staff with an effective and rewarding guide to learning in a positive environment.

4.3 Pastoral Care of Families

As a school we continue to provide our students and families with support for student and family wellbeing. Referrals were made to the School Counsellor for a small number of children and programmes supporting families were advertised regularly in the school newsletter. One key feature of the year was the introduction of the Learning Assistance Programme which provides support for children in need of emotional assistance. This proved to be very successful for these students and will be continued in the future.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

St Joseph's took part in three Review processes in 2013. The first looked at areas of compliance in curriculum and other statutory requirements. The second level of Review focused on the quality of Learning and Teaching, Pastoral Care and Catholic Mission within the school. The third Review was undertaken by the NSW Board of Studies and focused once again on areas of compliance in two specific areas of curriculum. In all three Reviews the school received very positive feedback.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **(19)** students in Year 3 and **(15)** students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	11.8	0	29.4	17.6	41.2	94
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	11.8	0	52.9	35.3	94
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	11.8	29.4	47.1	11.8	94
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	17.6	5.9	35.3	41.2	94
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	11.1	16.7	22.2	38.9	11.1	95

The NAPLAN data for Year 3 indicates a sustained effort in results over the last 5 years. Students achieved well above the state and national results in Reading, Writing and Grammar and Punctuation. Numeracy and spelling will continue to be a focus for improvement. 58% or more of students were placed in the two top bands for all domains other than numeracy.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	0	13.3	46.7	26.7	13.3	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	13.3	46.7	33.3	6.7	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	6.7	20	46.7	20	6.7	100
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	6.7	6.7	20	46.7	20	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	6.7	6.7	20	53.3	13.3	0	93

The NAPLAN data for Year 5 also indicates a continued improvement in results over the last 4 years. 66% or more of students were placed in the three top bands for all domains. It is pleasing to note that no students were placed in Band 3 or 4 for Reading and Writing. Numeracy and Spelling will continue to be a focus for improvement.



5.3 Extra Curricula Activities

St Joseph's offers many extra curricula activities during school time. Every day during lunch our students have the opportunity to take part in "lunch clubs" which range from computer club to construction club through to dance and song club. Some of these clubs have the opportunity to perform their skills in musicals and at end of year celebrations. The school has a junior and senior band that meets weekly and also performs at various events throughout the year.

5.4 Professional Learning

The teaching staff continued to meet weekly for professional learning opportunities. Professional learning is essential for teachers so that they can continue to provide students with quality teaching and learning experiences based on current research and practice. During the year they continued to focus on the areas of Reading Comprehension and effective ways of teaching and assessing in the classroom. Previous areas of focus such as assessment in Mathematics were maintained during professional learning opportunities. Staff Development Days allowed the teachers to spend time learning new skills to take to the classroom. These were:

- exploring a set of core values based on Gospel teachings that can be used by staff, students and parents when it comes to decision making;
- preparing for school Review by nominating areas of strength for endorsement by the Review panel and areas of need;
- investigating the new Australian Curriculum in readiness for its introduction in 2014; and
- exploring our understanding of the effective comprehension by students and what teachers can do in the classroom to improve these.

Opportunities for professional development were offered to teachers off-site and within the school. Teachers were involved in training for CPR, student wellbeing and curriculum, to name just a few.

Three staff members were engaged in tertiary studies during 2013. Two staff members were undertaking studies in a Master of Educational Leadership whilst the other staff member was undertaking studies in a Master of Theological Studies. All three teachers were working full-time whilst studying.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Three priorities set for 2013 were part of the School Improvement Plan. These priorities align with those of the Diocese and come under the domains of Catholic Mission, Pastoral Care and Student Wellbeing and Learning and Teaching.

The first priority for 2013 was to "Explore and create opportunities that give meaning to the school motto 'Build in Love'". The school motto has been in existence since 1980 and we looked at ways that it could be brought to life in the everyday of school life. These included:

- investigating a Principal's award titled "Build in Love" that recognises individual students' contribution to the life of the school;
- continuing associations with outside communities in need of support such as homeless shelters in the inner city through to places in our local area such as a nursing home and Parish initiatives;
- taking part in a Mission Day and exploring ways of helping communities in need; and
- investigating and educating the students in "service learning".

The second priority for 2013 was to "Raise student achievement in Literacy, particularly Reading Comprehension". Our achievements included:

- ensuring consistent understanding and shared practice on components of the Literacy block;
- investigating and implementing "Fit for Purpose" assessment tools in Comprehension, Spelling, Vocabulary and Numeracy;
- preparation of policies and programmes for compliance and quality in the lead up to School Review; and
- a continued overall improvement in NAPLAN assessment results as highlighted in the local newspaper.

The third priority for 2013 was to "Ensure students, their families and staff feel safe and supported in a nurturing and inclusive environment". Student wellbeing and that of their families has become an area that schools can offer greater support. Achievements here included:

- the provision of programmes for students such as Seasons for Growth, Peer Support, Rock and Water and PBL;
- the introduction of Live Life Well @ School, a healthy eating and exercise programme;
- implementation of the Learning Assistance Program (LAP) for students in need;
- re-educating the school community in anti-bullying and participating in the *Bullying. No Way!* program; and
- re-imagining the student leadership model and designing a more equitable system for 2014.



6.2 2014 Priorities and Challenges

Our priorities for 2014 have come directly from the School Review taken during the 2013 year. These priorities fall under the three domains which are Mission, Learning and Teaching and Pastoral Care.

Our priorities are:

- Mission – To explore the heritage of St Joseph's and to identify the core values of our school;
- Learning and Teaching - To embed the new Mathematics and English syllabuses across all Stages and to implement Extending Mathematical Understanding (EMU); and
- Pastoral Care - To initiate and implement KidsMatter.

As part of our new School Improvement Plan for 2014-2016, an optional domain has been included. This is around the establishment of an Advisory School Board. The preparatory work begun in 2013 will be developed during 2014 with the establishment of the School Board. The focus for this domain is: "To form the School Board through a process of discernment based on the understanding of Shared Wisdom".

During the 2014 year, a strategic plan will be shared with the wider community outlining the strategic goals for 2014-2016.



7. Parent Participation

7.1 Introduction

There are many opportunities for parents to be involved at St Joseph's. We strongly believe in the principle that we work in partnership with parents in raising and educating their children. Therefore we encourage the involvement of parents in the school. In 2013 the parents participated in school life in many ways. These included:

- the P&F – the P&F is responsible for fundraising and social opportunities for the parents and students. Highlights for the year included the biennial Trivia Night and Art Auction, the Children's disco, Grandparents' Day, Fathers' Day BBQ and end of year family picnic. The Trivia Night was very successful in raising much-needed funds for the school;
- Class Parents – these parents from each of the classes act as organisers and communicators for social and fundraising activities;
- Classroom volunteers – assisting with activities such as reading groups, art, sport and excursions;
- Canteen volunteers – providing a service to families by opening the canteen two days a week in 2013; and
- Working Bee volunteers – much needed work in school maintenance and building was done by a very capable band of volunteers on a weekend throughout the year.

There were many times that parents volunteered their services to the school throughout the year. The involvement of parents in school life is vital in building stronger relationships with all people.

7.2 Parent Satisfaction

In preparation for School Review last year the school commissioned the services of an independent company to survey parents' satisfaction within the school. The result indicated an increased percentage of overall satisfaction. Comments from parents included:

"The interaction with the other parents and the wonderful comfort to talk to the teachers."

"The communication between parents and school is fluent and appropriate and the satisfaction of my child participating in school activities and on a daily basis."

"It is a caring and very friendly environment where parents always feel welcome. The staff including Headmaster is very approachable. It was certainly the right decision to send our child to St. Joseph's!!"

St Joseph's is committed to listening to the views and expectations from key stakeholders and commissions independent Parent, Staff and Student surveys to provide performance feedback on a wide range of related education topics.

During the Review process, parents were engaged by the Review Panel to talk about the school and provide insights to the various aspects of schooling at St Joseph's. The panel fed back many of the comments made by parents to the school leadership team. These included statements such as:

"Parents conveyed their pride in the school's approach to nurturing the Catholic faith in their children."

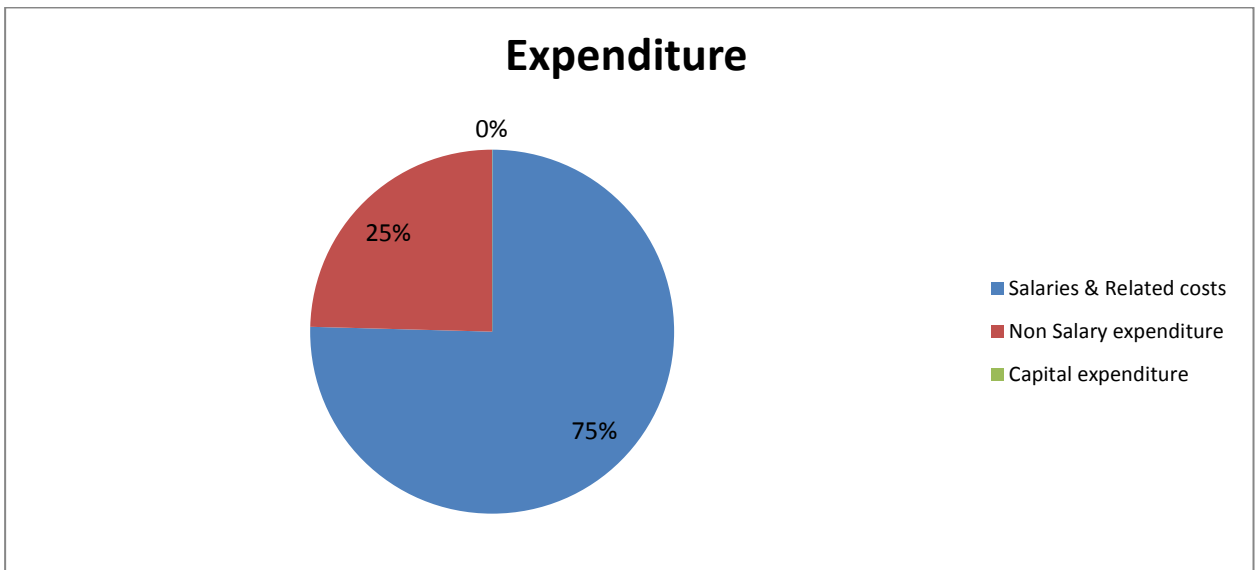
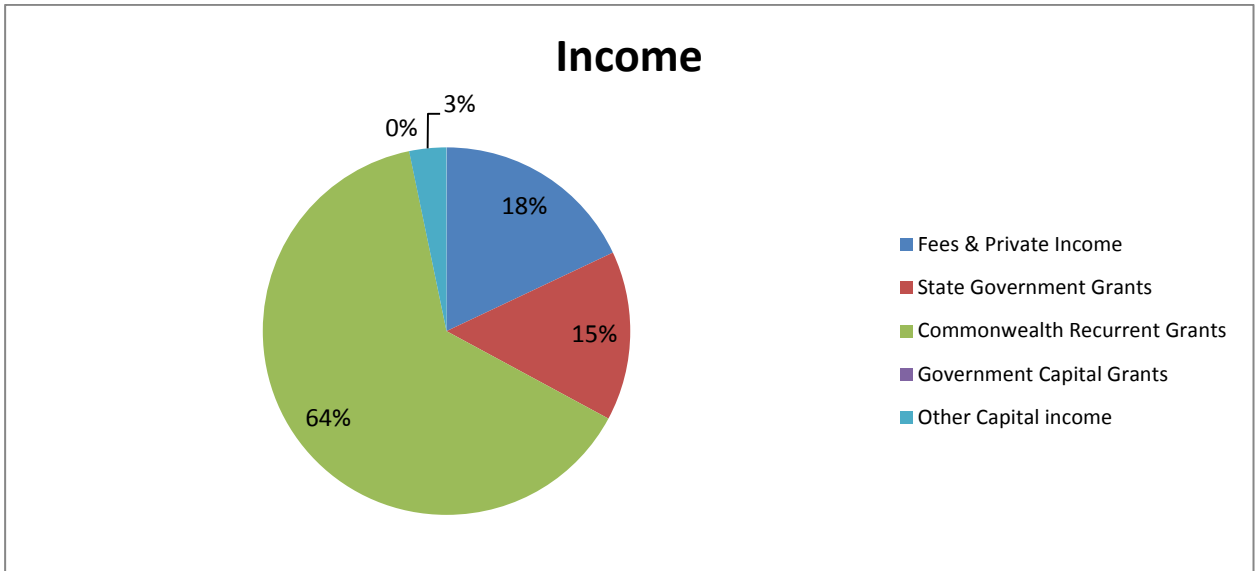
"The school nurtures relationships and promotes inclusion, tolerance and respect. This was validated through conversations with the parents."

"Parents talked about their pride in the school and genuinely spoke positively about the teachers".



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.