

2017 Annual School Report

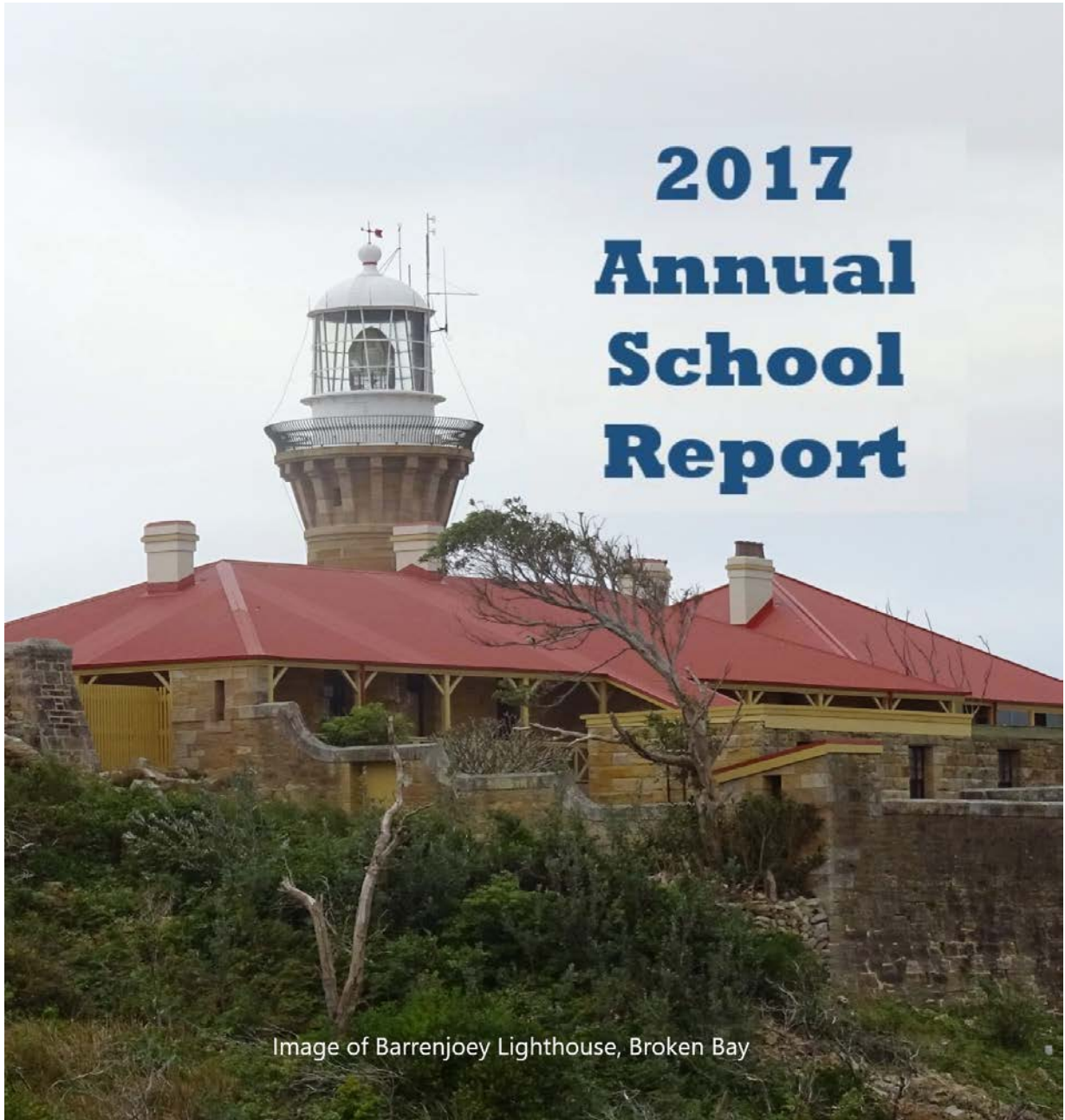


Image of Barrenjoey Lighthouse, Broken Bay



St Joseph's Catholic Primary School, Narrabeen

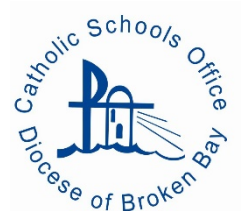
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ABOUT THIS REPORT

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2017 was a year of change for St Joseph's, Narrabeen. After the secondment of an acting Principal in term 1, I was warmly welcomed into the role of Principal in Term 2 by students, teachers and parents and endeavoured to enact and enable the plans made for 2017 by staff and parents.

Despite some changes in leadership during the year the School still functioned as a successful teaching and learning community underpinned by the Schools four core values; Community, Respect, Stewardship and Compassion. The School's motto, *Build in Love* was evident to me as a new principal in the words and actions of staff, students and parents in the day to day learning and in community events throughout the year.

I look forward to building on these solid foundations in my leadership of the School in the years ahead.

Parent Body Message

Parents engaged and connected with the School through the invitation and events organised by the P&F and the School Advisory Council. The Mother's Day breakfast and liturgy, the Father's Day breakfast BBQ and Grandparent's Mass and morning tea were events well attended and created a sense of community. The Parents and Friends (P&F) trivia night was the most successful in terms of money raised which enabled the beautification of playgrounds, new signage for the School and installation of air conditioning in two classrooms. The parent body was supportive of the School going paperless for permission slips and there was successful handover to Lowes with regard to ordering uniforms. Many parents volunteered for the community project day where the grounds were beautified and some new equipment installed in the Kindergarten outdoor learning space. The School Advisory Council assisted the new principal in transitioning to the School and provided a sounding board for changes and new ideas.

Student Body Message

In 2017 we had some great learning experiences. The Stage 3 students participated in a project with Taronga Zoo, and other local schools, to raise awareness of the endangered feathertail glider. This linked with Science and Technology and Geography learning. We presented posters, art and dances to an audience at Sacred Heart Mona Vale. Our school musical also had an environmental, conservation theme. 'The Power of One' enabled the whole school to present a message about earth conservation in song and dance. It was a very powerful way to send a message that the parents enjoyed viewing and we loved performing. We also enjoyed the benefits of the community project day by having our playground space enhanced. The new Chrome books in Years 3 to 6 were great for our learning and we look forward to having more in each room in 2018.

SECTION TWO: SCHOOL FEATURES

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

The School was established on the site in 1939 by Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, K-6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the parish priest and assistant priest to enable their message of an invitational church opening many doors to invite people into a worshipping community.

Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 *Start Right* program. The St Lucy's students are included in some events with the St Joseph's students who in turn learn to make adjustments for others to support their individual needs.

During 2017 the School held a community project day as part of wider Lendlease projects, co-ordinated by a parent at the School. The Kindergarten outdoor courtyard was beautified to become an outdoor learning space with a stage, shopfront, sandpit and pirate ship. A cubby house and play boat were installed in the main playground area and the basketball/netball court remarked with new rings and nets installed. The gardens were spruced up and a significant brick wall painted. Repairs were carried out on the front wall to the School and new signage with lighting was installed at the front and back entrances to the School.

Although a small school community, students are offered many opportunities. Stage 3 students were part of a joint learning project, the *Feathertail glider project* with Taronga Zoo, Northern Beaches Council and three other local Catholic schools. This community conservation project is linked to the Geography and Science and Technology syllabuses. In 2017 the School presented their biennial school musical, *The Power of One*, written, directed and produced by two staff members. The musical gave all students the opportunity to sing and dance as well as showcasing the talents of some of the Stage 3 students. The parent community was astounded at the quality of the production. Students also participated in School band and performed both at School and at the local shopping centre. As part of the Northern Beaches community of Catholic schools, students participated in debating, public speaking and sport gala days.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
85	71	25	156

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2017 was 93.09 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	93 %	95 %	93 %	93 %	92 %	93 %

Managing Student 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 NSW Education Act (1990) 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
- 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	14
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	14
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	5

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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 following table provides specific information relating to the focus of three of these staff development days.

Day 1	Knowing our learners
Day 2	Writing in a K-6 classroom; led by external consultants Sheena Cameron and Louise Dempsey (educators and authors)
Day 3	Staff Spirituality Day - Walking the Way with the School's Core Values

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The School celebrated several sacramental days and feasts as a whole school community. This included Masses for the beginning and end of the year, Grandparent's day, Feast of the Assumption, Liturgies for St Joseph's Day, Holy Week, Easter, Mother's Day and for the feast of St Mary Mackillop of the Cross.

Family Parish Masses shared with the other Catholic primary school in our parish, St Rose Collaroy Plateau, were well attended on 4 weekends in the year. Students from Years 3 and 4 as well as some children from other grades participated in the Parish Sacramental program. They received the Sacraments of Confirmation, Reconciliation and Eucharist. The Year 3 class celebrated the receiving of the Eucharist with a special school Mass followed by a party.

The Parish, as part of their invitational initiatives offered free singing and music lessons to those children wishing to learn a new skill and then they participated in weekend worship and choirs. There was also a very well attended child-centred Christmas eve Gospel re-enactment co-ordinated by the School's religious education co-ordinator and then managed by parents on the day. 'Cafe time', introduced as parish initiative, saw parents gather regularly with the parish family educator to socialise and to make presents for children receiving the sacraments.

The Year 6 student social justice team were active in raising funds for Caritas in Lent with a raffle. Sr Mary visited with handmade goods from Candela in Peru and once again students were very generous in their purchasing to help this worthy cause. The School also participated in the St Vinnies winter appeal and collected goods for the Christmas hampers. The children loved wearing odd socks for crazy sock day to raise awareness and money for the Caritas missions.

All classes completed art works for the Bishop's annual art prize. One of the School's Kindergarten students, Oliver, won a prize in his category.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

2017 saw the implementation of a new School Improvement Plan (SIP). The core focus of teaching and learning was based on the goals and targets documented in this SIP. Teachers participated in a staff development day on the teaching of writing and spent the rest of the year applying this new knowledge in the classroom. Teachers tracked improvement in writing by collecting and marking student work samples each term for areas of concern identified through the NAPLAN writing criteria; punctuation, vocabulary and ideas. Teachers explicitly taught oral language and vocabulary acquisition within the teaching of writing. Insights gained from Professional Learning (PL) in Spelling was integrated into the teaching of reading and writing and focussed on explicitly teaching five spelling strategies. This impacted on writing across all KLAs.

Two staff members participated in the diocesan project to learn about *Cultures of Thinking*. They led the rest of the staff in PL to implement some of the *thinking tools* into teaching and learning to make thinking visible for all learners. Samples and photos of this implementation were shared with everyone via the staff noticeboard. This will continue to be a focus in 2018.

In Mathematics, teachers learned about *Hard Thinking*, the need to challenge all students to think, reason, struggle and problem solve to stretch their thinking in order to develop a growth mindset. Many classes enthusiastically adopted the idea that their brain can be exercised and their problem solving skills improved if they can embrace the challenge by 'going into the pit' of thinking.

The Kindergarten teacher implemented the principles of early learning to take full advantage of the newly designed indoor and outdoor learning spaces. The investment in purchasing *Chrome books* for Years 3 to 6 and providing teacher PL saw the introduction of Google classroom as a forum for learning at school and at home. Parents were kept up to date with teacher learning via parent education sessions in reading and spelling. These sessions were well received by parents.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76.47 %	55.50 %	11.76 %	10.50 %
	Reading	52.94 %	51.60 %	5.88 %	10.00 %
	Writing	64.71 %	44.60 %	5.88 %	7.50 %
	Spelling	35.29 %	45.60 %	11.76 %	13.10 %
	Numeracy	47.06 %	39.80 %	11.76 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	48.15 %	34.40 %	7.41 %	17.50 %
	Reading	37.04 %	37.00 %	3.70 %	14.60 %
	Writing	11.11 %	15.80 %	3.70 %	19.40 %
	Spelling	14.81 %	34.30 %	3.70 %	14.10 %
	Numeracy	33.33 %	27.90 %	0.00 %	14.60 %

NAPLAN Comments

The data indicates strong results in Grammar and Punctuation for both Years 3 and 5. Year 3 had a higher percentage of students in the top 2 bands as compared to the Australian data except in the assessment of Spelling. Writing and Spelling were areas of concern for Year 5 in consideration of the top two bands. Numeracy growth for the 2017 Year 5 cohort was very strong with 64% of students achieving greater than or equal to expected growth. A PL initiative for teachers in the teaching of Spelling was in place from Term 3 of 2017. Analysis of the NAPLAN data will inform the School Improvement Plan for 2018.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

In Term 1 2017 staff participated in PL about the diocesan created *Social Emotional Learning* (SEL) continuum with CSO Education Officers. This led to an initiative to introduce the explicit teaching of SEL lessons through the PDHPE curriculum area. Lessons were planned, programmed and tracked. Teachers monitored the effectiveness of this teaching through classroom observations and the Positive Behaviours for Learning (PBL) data. Some teachers noted areas of concern with particular groups of children and used strategies such as *Circle Time* to work through social difficulties in the playground and classroom.

The School PBL team continued to meet each term to monitor PBL data leading to discussions to support interventions. Some structures and processes for lining up and moving about the school were changed in response to the data.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The SIP target for 2017 in the domain of Learning and Teaching was that 80% growth would be evident for students as measured by the PAT-R and PAT-M assessments. These assessments would be completed in Term 4 as a way of tracking student progress.

This target was achieved in Years 1 to 4 with growth ranging from 81% to 94%. There was excellent growth for the targeted Year 1 students using the *Observation Survey* and *EMU program* instruments with all but one student achieving the expected growth to 'catch up' to their Year 1 peers.

The survey administered to students to collect baseline data to ascertain their ability to identify the schools four core values indicated that 95% of students could name the values and explain the meaning of at least one. This was the target set in the SIP Mission domain.

Priority Key Improvements for Next Year

As indicated by the 2017 PAT-M results, a key improvement for 2018 will be the teaching and learning of mathematics. The 2017 SIP target will be added to the 2018 SIP target as a way of measuring this improvement. The main strategy to be employed to reach the target will be participation in the diocesan Mathematics professional learning project, *Encouraging Persistence Maintaining Challenge* (EPMC). The lessons learnt from Stage 3 involvement in 2017 will be up-scaled to all classes during 2018.

SECTION TEN: COMMUNITY 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Utilising the parent forums of the P&F, Advisory Council and in general discussion with parents, it was clear that at the start of the year that parents were concerned with the uncertainty about the leadership of the School. However as it became clear that the acting principal would become the permanent principal, parents were satisfied that the School was functioning as per normal and that teachers were still working hard for each child to reach their learning potential. Parents expressed satisfaction with some of the small changes to communication and the opportunity to improve the School grounds.

Student Satisfaction

Students expressed their satisfaction via school surveys about core values and the School wide reward system. The students identified the core values as a guide for the way to act in community as safe respectful learners. They expressed that the 'Build in Love' awards given out each term to one child per class, was a way of acknowledging these core values and most were striving to receive that award. Students were most satisfied with the opportunity to be part of the School musical and perform for their parents. The Book Week parade was a highlight as well as the numerous sports carnivals and gala days.

Teacher Satisfaction

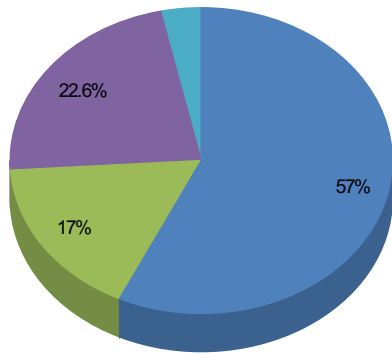
Teachers expressed their anxiety about the uncertainty of the school leadership during Term 1 but were happy with the outcome of a permanent principal from Term 3. The updating of IT equipment such as the purchasing of Chrome books for classes, laptops for every teacher and hover cams for each classroom improved their ability to work smarter and stay in touch with new ways of using technology effectively as a teaching and learning tool.

Teachers expressed their satisfaction with the planing and delivery of PL meetings in the new format and timeframe. The use of Google classroom also meant that PL could be referred to for future learning. Teachers were very satisfied with the model of self-directed PL in Term 4. Teachers chose their own area of action research related to the SIP over a 5 week period, documenting their learning in an online journal and then presenting their work to all staff.

SECTION ELEVEN: FINANCIAL STATEMENT

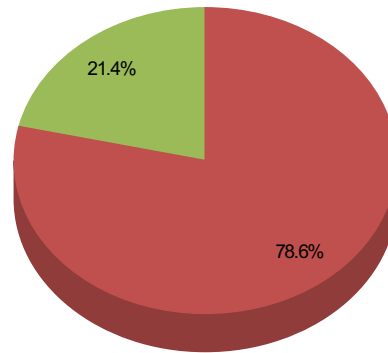
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57%)
- Government Capital Grants (0%)
- State Recurrent Grants (17%)
- Fees and Private Income (22.6%)
- Interest Subsidy Grants (0%)
- Other Capital Income (3.4%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (21.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,408,842
Government Capital Grants	\$0
State Recurrent Grants	\$419,190
Fees and Private Income	\$557,714
Interest Subsidy Grants	\$0
Other Capital Income	\$84,691
Total Income	\$2,470,437

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$411
Salaries and Related Expenses	\$1,843,585
Non-Salary Expenses	\$502,365
Total Expenditure	\$2,346,361