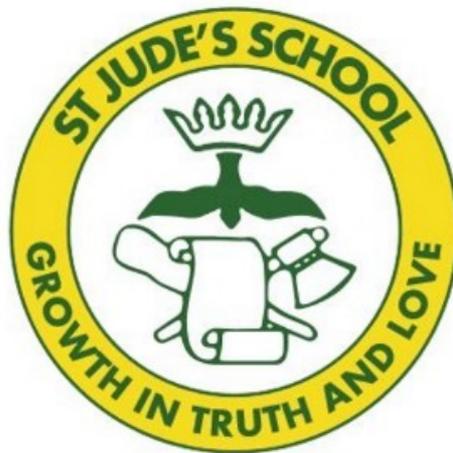




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



St Jude's Primary School Holder

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Principal

Mr Peter Galvin

Section One: Message from Key Groups in our Community

Principal's Message

This Annual Report provides information about our school which I hope gives insight into what we aim to achieve as a Catholic school, along with parents, in the education of their children. Our school continues to grow and we now are close to capacity. Four years ago we opened a preschool which has added a tremendously positive new element to our school. These little ones contribute so much joy to our school culture, which we believe is the most notable feature of our school. Our school motto probably best sums up what we are about and what we strive to achieve here at St Jude's: "Growth in Truth and Love".

Parent Body Message

St Jude's Primary School is a Catholic primary school situated in Holder in the ACT. The school has always had a high level of parental input and involvement and 2017 has certainly been a year where parents have been continuously welcomed into the classroom. The school wants parents to be part of the children's education. The numerous opportunities to be involved in the classroom/school is appreciated by the community. The school's Mission Statement places Jesus Christ at the centre of all that is done as students are educated in mind, body and spirit. The school community is proud of our academic achievements, support for students with learning/social needs, those needing academic extension, IT facilities, promotion of physical fitness and our practical physical environment. Parents appreciate the support the staff give in nurturing our children to be well mannered and to see the senior students providing excellent role models to the younger ones. Having our own preschool is a great blessing and it is wonderful to see the easy transition from preschool to Kindergarten our children make because of the integration of the preschool intake.

Student Body Message

Our school is a great school to attend. We have made many friends and we have a very supportive school community. It will be sad for us to go to different high schools next year, but we are sure we will keep in touch. As Year 6 leaders we have had many opportunities to take on different leadership roles. The special things we do in our final year of primary school are a lot of fun. Overall, St Jude's has been a fantastic, fun and safe learning environment for everyone and we will miss it. There are lots of students here who do not fit a particular mould and a great strength of this school is that we are all accepted for who we are. Our differences are acknowledge and respected.

Section Two: School Features

St Jude's Primary School is a Catholic systemic Co-educational School located in Holder.

St Jude's Primary School is a Catholic systemic co-educational school located in Holder, Canberra. The school caters for students in Preschool - Year 6, and has an enrolment of sixty six students in the Preschool and three hundred and sixty seven in the Kindergarten - Year 6 part of the school. Students attending Kindergarten-Year 6 come from a variety of backgrounds and nationalities consisting of one hundred and sixty four male and two hundred and three female students; three Indigenous students; nineteen with a Language Background other than English (LBOTE); and seven Students with Disabilities (SWD). The school employs thirty four staff comprising twenty seven teachers and seven non-teaching staff, the latter being employed in a variety of capacities including: cleaner; front office staff; learning support assistant; canteen manager. No staff identify as Indigenous.

There is a strong sense of community at St Jude's with a high level of support and involvement from parents and families. Parents support teachers and families through classroom contacts, classroom helpers, care meals, working bees, school sporting events, excursions and fundraising. Our staff is committed to adding value in co-curricular activities, such as: chess club; senior students organising activities for the younger students; Student Representative Council; Sustainable Schools group; public speaking; and debating. We are especially pleased with how we support students with learning/social needs. Our Butterfly Room program is acknowledged as being of the highest quality. The staff, students and parents are delighted with the success experienced in this key area within the school. Equally, Butterfly Room programs cater for the more able students as well through: Maths extension groups for Years 2-6 and by providing enrichment activities for Years 2-6. There is an enormous amount of pride evident amongst former and present parents, staff and students. 2017 saw us continue on our project to improve student engagement in reading, particularly amongst our boys. Staff want to hand greater responsibility to students to select their own reading material. Staff across K-6 have worked intensively to modify the structure of their literacy lessons to further enhance our students literacy development through one-on-one conferencing in reading and writing. We are delighted and very proud of our results.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Jude's Primary School and our parish priest work closely together. We celebrate Mass most Thursdays which involves one or more grades and at least once each term, the whole school. Our Confirmation, Eucharist and Reconciliation programs are strongly supported through parent and family formation with the support of the school and parish. Sacraments are received as follows: Reconciliation (Yr 3), Eucharist (Yr 4), Confirmation (Yr 6). 2017 was the seventh year the Confirmation program involved a service/ministry component where our Confirmation candidates were involved in visitations to Mirinjani (a local aged care facility). This initiative has been well received by the elderly residents of Mirinjani and is a meaningful opportunity for our senior students to put their Christianity into action. This year St Jude's again supported the Global School Partnership charity. We were twinned with Surgeon School in Kenya. Once again we raised over \$3,000 for them. Our fundraising in 2017 has gone towards the building of new classrooms for the school. As well, we collected a considerable amount of school stationery to send to Surgeon School. While Surgeon School was our international charity fundraising project we also had a number of fundraising projects to support local and national charities, such as Project Compassion, Mini Vinnies and St Vincent de Paul and their Christmas Giving Appeal. The rewriting of our Religious Education curriculum in recent years has been well received by staff. The additional content and refreshed teaching and learning activities has provided a much needed lift to the original curriculum.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Total Students
209	166	24	375

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2017 was 94.96%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	95%
Year 2	95%
Year 3	96%
Year 4	95%
Year 5	94%
Year 6	95%

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 Catholic Education Office designated School Services 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.

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	5	32

* This number includes 15 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

All teaching staff were involved in professional learning activities during the year. These activities were designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservice courses, workshops, meetings and conferences.

Five staff professional learning days were held as determined by the executive and staff: Spirituality Day, Improving Student Reading, CPR Refresher, Data Collection and Analysis, Using Data to Inform.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	78%	52%	0%	10%
	Writing	67%	45%	5%	8%
	Spelling	56%	46%	11%	13%
	Grammar and Punctuation	75%	56%	5%	11%
	Numeracy	56%	40%	2%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	54%	37%	9%	15%
	Writing	22%	16%	4%	19%
	Spelling	41%	34%	9%	14%
	Grammar and Punctuation	48%	34%	11%	18%
	Numeracy	42%	28%	2%	15%

Section Seven: 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 Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2017

We are of the firm belief that we have expertise within our staff to develop meaningful and effective professional learning opportunities to improve student outcomes in reading and writing. Staff spent many hours working towards these outcomes which were two priority areas in 2017. We believe we have seen improvement in student engagement with reading, both at home and at school as a direct result of professional learning undertaken by staff and taught in classrooms. Our community survey results and NAPLAN results indicate significant growth in these two areas. As part of our planning for 2017 we also targeted assessment practices as a key component of our Annual Improvement Plan.

Priority Key Improvements for 2018

We are of the firm belief that we have expertise within our staff to develop meaningful and effective professional learning opportunities in the areas identified through our Internal School Review process. Three areas for development in 2018 are:

- 1) To further develop knowledge and understanding of the six traits of the writer with staff.
- 2) How can we best introduce and implement the new RE curriculum including Catholic Social Teaching?
- 3) To use data mapping to enhance the reading and writing culture at St Jude's.

Section Eight: School Policies

Student Welfare Policy

The proactive nature of the school in teaching social skills, rewarding appropriate behaviour, together with the development of positive relationships among children, teachers and parents, has led to a community of which we are very proud. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school. At St Jude's the Student Welfare Policy is better known as our Behaviour Management Policy and we believe this policy is best read in conjunction with our Pastoral Care and Welfare Policy. The full text of the Behaviour Management Policy and Pastoral Care and Welfare Policy may be accessed on the School's website or at the front office.

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

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the 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 our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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The school follows the CE policy as listed on the CE website. Our school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised with the school are responded to promptly and fairly and confidentiality is always maintained.

Section Nine: 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, 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

Parents appreciate being invited to offer opinions on matters concerning school organisation and they welcomed the many opportunities to be involved in the education of their children. Parents expressed their satisfaction with communication channels but are always mindful that things in this area can be improved. Key points parents felt were:

The school is doing a good job in catering for students' differences and teachers clearly work very hard to provide a stimulating and caring environment for the children

The school has a welcoming and supportive school environment.

Student Satisfaction

Students enjoyed the many opportunities which they had at St Jude's, both inside and outside the classroom. They were very supportive of the school. Key points students felt:

The school encourages them to be good community members

The school encourages them to think of others

They felt safe at school

This was a good school.

Teacher Satisfaction

Teachers welcomed the support of parents, particularly in our younger grades where it seems more and more parents/grandparents are assisting in classrooms. The level of teacher satisfaction and participation in formal and informal school events is high. Teachers expressed satisfaction with the development of a friendly, welcoming and supportive staff room culture. New staff are keen to express these notable aspects of our staff culture. Key points teachers felt:

Staff got a lot of satisfaction from working in this school

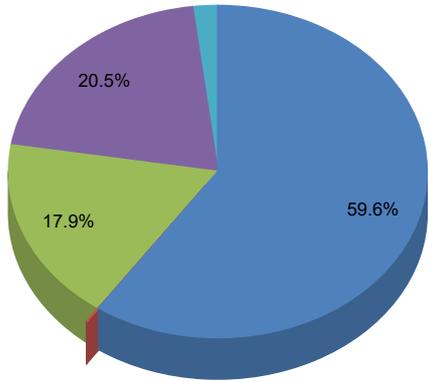
They would recommend this school to others

Collegiality is strong across the staff - both teaching and non-teaching staff

The school encourages a climate conducive to staff professional learning and improvement in practice.

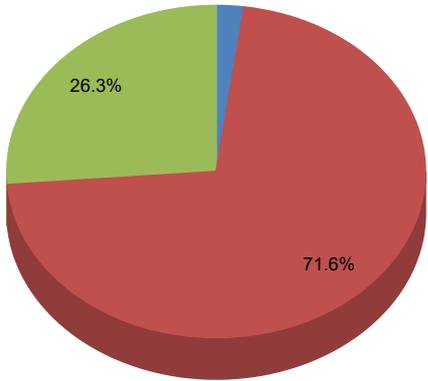
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.9%)
- Fees and Private Income (20.5%)
- Other Capital Income (1.9%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (71.6%)
- Non-Salary Expenses (26.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,892,424
Government Capital Grants ²	\$1,078
State Recurrent Grants ³	\$868,519
Fees and Private Income ⁴	\$994,093
Other Capital Income ⁵	\$93,925
Total Income	\$4,850,038

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$95,003
Salaries and Related Expenses ⁷	\$3,176,196
Non-Salary Expenses ⁸	\$1,164,723
Total Expenditure	\$4,435,921

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.