

St Joseph's Primary School



Annual Report
of the
Board of Governors
for the school year
2016–17

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1. Vision for St Joseph's

St Joseph's Primary School is a Catholic School community, where the Board of Governors is firmly committed to promoting the spiritual, academic, social, physical and emotional development of all our children. We seek to create a safe and happy environment informed by our Christian ethos which permeates everything we do. Each child is encouraged to fulfil his/her potential, have a positive self-image, self-confidence, self-respect and respect for others.

2. Aims

- Fostering a love of learning in our children and encouraging them to become lifelong learners.
- Valuing each child for their unique set of talents and gifts.
- Delivering a broad and balanced curriculum appropriate to the needs of each child.
- Maintaining an effective partnership with parents/carers.
- Promoting the continued professional development of all our staff.
- Setting and maintaining the highest standards of teaching and learning.
- Working towards appreciating our shared and diverse cultures and promoting a spirit of co-operation and tolerance within our school, with other schools and with the wider community in order to foster mutual respect and understanding.

3. Guiding Principles

The staff, pupils, parents and governors of St Joseph's Primary School are fully committed to the aims of the school and have a strong sense of loyalty to it. Parents and staff work in close partnership to ensure that each child enjoys the best educational experience possible.

- Our pupils are at the heart of our school community.
- Parents are valued as active partners in the education of their children.
- Our staff work hard to create a stimulating learning environment.

Our Parish Priest works closely with the school in the faith development of our children.

4. The Board of Governors

The Board of Governors has overall responsibility for the effective management of the school. As well as nominees of the Trustees, the Education Authority and the Department of Education, its membership also includes an elected parent governor and an elected teacher governor. The principal completes the team which represents the main interests within the school.

The present Board of Governors was constituted in June 2014 to serve for four years.

The Board of Governors is led by the chairperson and the vice chairperson and was comprised of the following members:

Governor	Representing
Reverend Fr. Ciaran Feeney (Chairperson)	Trustee
Mr Fearghal McKinney	Trustee
Mr John McCaffrey	Trustee
Mrs Sarah Greene	Trustee
Mr Peter McKeown	Department of Education
Mr Martin Wolfe (Vice Chairperson)	Education Authority
Mrs Noeleen Dunn	Education Authority
Mrs Brennan	Teacher Representative
Mrs Cliona McCotter	Parent Representative
Mr Paul Donaldson (Acting Principal, 5 May 2016 – 31 August 2017)	Secretary Non-Voting

The Board of Governors, which usually meet once a month, has overall responsibility for the management of the school in the following areas:

1. Catholic Ethos.
2. School Development Planning.
3. Curriculum and Educational Standards.
4. Pastoral Care.
5. Employee Practices and Staff Relationships.
6. Area Planning.
7. Enrolment and Admissions Policies and Practices.
8. Financial Management.
9. Annual Report to Parents.

5. Staff

The teaching staff for 2016/17 consisted of the principal - Miss McKinley (resigned August 2017), the acting principal – Mr Donaldson (who was subsequently appointed principal on 1 September 2017), 12 full-time teachers and 4 job-share teachers on a temporary variation of contract.

Personnel	Class	No. of pupils	Responsibility
Mrs Magee	P1A	30	Religious Education/Play
Miss McCullough	P1B	30	SENCO
Mrs Brennan	P2A	30	Head of Foundation/SMT Language and Literacy
Mrs Petticrew	P2B	29	WAU
Mrs McAlister	P3A	24	Head of KS1/SMT Mathematics and Numeracy (Acting)
Miss Ferguson	P3B	24	PDMU
Mrs Tully	P4A	30	The Arts (Art)
Mrs Duffy Mrs Hamill	P4B	27	The Arts (Dance) Physical Education/The Library
Mrs Irvine Mrs Devlin	P5A	29	The Arts (Music) Physical Education
Miss McKinney	P5B	30	ECO Council
Miss O'Hare	P6A	30	The Arts (Drama)
Mr McBride	P6B	23	CRED
Mr Donnelly	P7A	27	Head of KS2/SMT/Assessment/C2K manager DDT for Child Protection
Mr Wright	P7B	22	ICT/Website
Mr Donaldson	N/A	N/A	Acting Principal/SMT Pastoral Care/Discipline Teacher Tutor/DT for Child Protection

Notes on Staffing

Miss McKinney replaced Mr Donaldson as classroom teacher, due to his role as acting principal.

Miss O'Hare was appointed as P6 teacher on a one-year contract from 1 September 2016.

Mr McBride was appointed as P6B class teacher from November 2016 to 30 June 2017, replacing Mr O'Neill, who left the school in November 2016.

Miss Kelly began a 1-year career-break, commencing 1 September 2016. Miss Ferguson was appointed P3B teacher, to replace Miss Kelly, from 7 November 2016 until 30 June 2017.

Mrs Devlin was replaced as P5 teacher, from 5 October 2016 until 21 June 2017, by two substitute teachers.

Mr Donnelly was appointed as acting vice principal in January 2017. Following his absence from St Joseph's from January, Mrs Brennan took up this position until leaving the school in June 2017.

Non-teaching staff consisted of:

Description	Name
Early Years Assistants	Mrs Chambers Ms Scott
Special Needs Assistants	Mrs Corlett Miss Palmer
Classroom Assistants	Mrs McVeigh Mrs Toyoda Mrs Trainor
Canteen Staff	Mrs Connolly Ms Shields Mrs Nesbitt
Cleaning Staff	Mr Hayes Mr Ferguson Ms Shields
Secretary	Mrs Kearns
Building Supervisor	Mrs Brown * Mr Fay appointed in March 2017

6. Enrolment and Admissions

The enrolment and admissions numbers for 2016-2017 were 384 and 60 respectively.

7. Attendance

The school's annual attendance figure for the academic year 2017/17 was 96.6%. Pupils and parents/carers are to be congratulated for maintaining this high attendance rate each year and for making the school aware of the reasons when their children were absent from school. The local Educational Welfare Officer (EWO) visited the school to monitor pupil absences.

8. Transfer to post-primary schools

All pupils in Primary 7 transferred to the local post-primary schools at the end of the academic year. The destination schools and pupil percentages were as follows:

Destination	Percentage
Our Lady and St Patrick's College	51%
St Joseph's College	14.3%
Lagan College	12.3%
Bloomfield Collegiate	6.1%
Victoria College	4.1%
Priory College	4.1%
Sullivan Upper School	4.1%
Aquinas Diocesan Grammar School	2%
Ashfield Boys High School	2%

To mark the leaving of our Primary 7 pupils at the end of June, a leavers' mass was celebrated in St. Colmcille's on 22 June, and a leavers' concert was held in the Parochial Hall on 27 June – families/friends of the pupils were invited to both events.

9. Holidays

Staff and parents received a list of the annual holidays at the beginning of the school year. The list also included Baker & School Development Days - staff training days when pupils do not have to attend school.

10. Baker Days and School Development Days

Below is a list of the Baker and Staff Development Days (training days) and the relevant topics or issues that were addressed by the staff:

Date	Type of Day	Focus
Wed 24 August '16	Baker Day 1	SMT/Staff/Curriculum teams' meetings/ Planning & Classroom org.
Thurs 25 August '16	Baker Day 2	Data Analysis/ Planning & Classroom org.
Fri 26 August '16	Baker Day 3	Thinking Skills and Problem Solving/ Planning & Classroom org.
Tues 30 August '16	Baker Day 4	Mental Maths/Literacy/ Planning & Classroom org.
Fri 31 August '16	Baker Day 5	Coordinator Training/SMT meeting/ Planning & Classroom org.
Thurs 8 December '16	Staff Dev. Day 1	A dyslexic friendly classroom/Problem solving in Maths
Fri 9 December '16	Staff Dev. Day 2	Mental Maths/Collegiate Book Monitoring/Internal Standardisation (English)
Tues 3 January '17	Staff Dev. Day 3	Staff meeting/Internal Standardisation (English)/ Planning & Classroom org.
Wed 4 January '17	Staff Dev. Day 4	SEN/Assessment/ Planning & Classroom org.
Thurs 16 March '17	Staff Dev. Day 5	Internal Standardisation (Maths)/Curriculum team meetings/Assessment/Global Learning

11. The Curriculum

The Governors of all Catholic maintained schools have a responsibility to deliver the Northern Ireland Curriculum and to teach Religious Education. At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for contributing effectively to society. These whole curriculum skills and capabilities consist of the Cross-Curricular Skills and Thinking Skills and Personal Capabilities. They are embedded and infused throughout the revised Northern Ireland Curriculum at each key stage and pupils should have opportunities to acquire, develop and demonstrate these skills in all areas of the curriculum.

12. Cross-Curricular Skills

Schools are required to assess and report annually on each pupil's progression in the Cross-Curricular Skills. In Key Stages 1 to 3 this is with reference to Levels of Progression frameworks.

The Cross-Curricular Skills are:

- Communication;
- Using Mathematics; and
- Using ICT.

The curriculum for the three key stages, Foundation (P1 & 2), Key Stage 1 (P3 & 4) and Key Stage 2 (P5,6 & 7) is set out in six Areas of Learning:

- Language and Literacy;
- Mathematics and Numeracy;
- The Arts (including Art and Design, Drama and Music);
- The World Around Us;
- Personal Development and Mutual Understanding; and
- Physical Education.

13. Literacy and Numeracy

Much of the work in literacy and numeracy, which is listed below, was a response to the challenges raised from the ETI Inspection in November 2015.

Links were established with other local primary schools and cluster groups to discuss and incorporate key strategies and learn from best practice.

Regular book scoops (see Notes on Literacy and Numeracy) were undertaken to monitor standards in both literacy and numeracy.

Six weekly plans were evaluated and feedback given to the teachers.

There was a timetabled programme of Collegiate Book Monitoring and Trusted Colleague Networking (see Notes on Literacy and Numeracy), which allowed teachers to build and share effective practice in literacy and numeracy.

The literacy and numeracy co-ordinators presented to the governors on a regular basis, keeping them informed of developments in their respective curricular area.

Staff training was delivered in problem solving and mental maths.

There was a whole school focus on the presentation of written work, with particular reference to both literacy and numeracy books.

Internal standardisation meetings were held, involving the whole staff discussing pieces of pupil work and assigning agreed levels; this process ensured that assessment judgements were consistent.

The literacy team looked at the planning of guided reading and the provision within the classroom. Pupils were consulted about their views on reading in March 2017 with most children having very positive views on reading in the school. The children were also asked for their suggestions to improve the reading experience in the school. Following this a book club was introduced in term three.

The annual Scholastic Book Fair was held in the school during the first week of October; new reading books were purchased for the school with the commission earned from this event.

During the 1st term, Primary 4 and 6 classes visited the local Ballyhackamore Library for information talks on how best to use the library. The local librarian also visited P1-3 classes for story-telling

sessions and to inform the children about the facilities available in the library. P5B also took part in a writing workshop in Skainos.

The school celebrated World Book Day on March with a special assembly and the distribution of free book tokens; pupils and staff dressed-up as characters from their favourite books.

A numeracy support teacher worked with groups of P2-5 teachers one day a week for ten weeks.

Notes on Literacy and Numeracy

A book scoop is the monitoring of books by coordinators to ensure that there is evidence of: consistency in teaching; expected progression in ability from P1 – P7; and differentiation in teaching to cater for all abilities.

Collegiate Book Monitoring is where members of staff study a sample of books, from P1 – 7, with a particular focus, to learn from good practice and provide constructive feedback.

Trusted Colleague Networking is where members of staff observe other teachers with their class, to learn from good practice and give constructive feedback.

14. The Arts (Music and Drama)

Tuition in string, woodwind and brass instruments continued for pupils in Primary 4 – 7. Our school orchestra, which met for practice every Friday, performed for pupils and parents at the Christmas Carol Service and the P7 Leavers' Concert.

The school held two Carol Services in December for P1-3 and P4-7; families and friends were invited to both events.

The school choir (P4 – P7 pupils) continued to play an important part in the musical and liturgical life of the school, performing at: Ballyhackamore Big Christmas Fun Day; the Advent Service in St Colmcille's; the George Best City Airport; the Sacraments of Confirmation and First Holy Communion; and Priory Choral Festival.

As a special Christmas treat, all the pupils were taken to see the pantomime Aladdin in the Waterfront Hall in December.

On 3 March P7A and P7B entered and came 1st and 3rd respectively in The Belfast Festival of Speech and Drama.

One of our P4 classes participated in a Music Morning organised by the School of Music – they travelled to the Fortwilliam Resource Centre for the event.

The annual pupils' Talent Show (P4 – P7) was held on 2 June and again proved to be very popular, showcasing some of the excellent talent we have in St Joseph's.

15. The World Around Us

The World Around Us (WAU) comprises the subjects of History, Geography, Science and Technology and is taught through a topic approach.

The WAU team monitored and evaluated the WAU planning, and gathered evidence of progress across the year groups.

Staff training was delivered in May on planning for WAU, with a new updated format for WAU established. Thinking skills and Global Learning were incorporated into this planning.

16. Personal Development and Mutual Understanding

Personal Development and Mutual Understanding (PDMU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to

become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

During Anti-Bullying Week, 14 – 18 November, lessons and assemblies helped place the focus on the issue of bullying and its prevention. In February the PSNI specifically met with P7A and P7B to work on this same issue.

PSNI internet safety talk were also held with both our P6 classes.

Representatives from the NSPCC visited the school during the week beginning 15 May to inform the pupils in assembly about staying safe from abuse. Two workshops were also delivered to P6 and P7 on the 17 and 18 May respectively.

Our links with Strandtown Primary were maintained through the P6 Community Relation, Equality and Diversity (CRED) programme.

Two Road Safety Assemblies for P1-3 and P4-7 were delivered on 10 February. A team of four P7 children entered the Road Safety Quiz and came a very credible 8th out of 160 teams.

Through the Peace Players programme the school has maintained its link with Victoria Park Primary School. Projects have involved cohorts of Key Stage Two children from each school working on sports based programmes, to explore similarities and differences between their cultures and traditions.

The P7s completed the Cycling Proficiency Scheme in June, helping them develop their skills, increase their confidence as cyclists and identify risks they may come across on the roads.

17. Physical Education

Sport and leisure activities were an important aspect in the life of the school throughout the year.

All classes had regular PE and games lessons as part of the curriculum, with some classes receiving Gaelic football, golf and soccer coaching from qualified coaches as part of this PE programme.

Classes from Primary 4 – 7 visited Avoniel Swimming Pool, where each class received swimming sessions from qualified coaches. Parents contributed financially towards the cost of hiring the pool, the swimming lessons and transport.

All the pupils of St Joseph's took part in Fitness Freddy's Health and Fitness Challenge in November, which raised £875; this was divided equally between school funds and the St Vincent de Paul's Christmas appeal.

A group of pupils participated in the East Belfast Cross-Country running heat in Orangefield Park in March and the final in April.

Teams participated in a Soccer tournament at Olympia Leisure Centre in November, an U10 Soccer Cup at Nettlefield PS in February, an Ulster Rugby Blitz at Cherryvale in March, and two GAA Blitzes at Cherryvale and St. Paul's, Holywood in June

Two Sports Days for P1-3 and P4-7 were held at Strandtown Primary School in June. The medals for Sports Day were kindly sponsored by the Belfast City Airport.

18. Religious education

The programme for Religious Education was based on the Grow in Love and Alive-O series. Regular prayer, sacramental preparation, liturgical and church celebrations were all an integral part of the Religious Education curriculum. These included:

- mass to celebrate the new academic year on 14 September;

- two Carol Services for P1-3 and P4-7 on 13 and 15 December respectively;
- participation by the school choir in the Parish Advent Service on 11 December;
- the celebration of Catholic Schools' Week from 29 January until 4 February;
- the Sacrament of Confirmation for P7 pupils on 22 January;
- the Sacrament of Reconciliation for P3 pupils on 29 March;
- First Holy Communion for pupils of P4A on 14 May;
- First Holy Communion for pupils of P4B on 21 May; and
- * mass to celebrate the end of the academic year on 22 June.

A number of parent meetings were organised to support preparation for the sacraments, which were well attended.

As part of their preparation for First Communion, the Primary 4 pupils and parents attended the Do This in Memory of Me programme at several Sunday masses throughout the year.

Thanks to the school's Parent Teacher Association for their valued support in providing refreshments for pupils and their families in the Parochial Hall after the sacraments of First Communion and Confirmation.

Various charities were supported by the school during the year:

- Road of Hope Shoebox Appeal;
- St Vincent de Paul's Christmas Appeal (£437);
- The Larder – a local food bank;
- In support of Zakky Brennan, a local three-year-old who has been diagnosed with neuroblastoma stage 4, Cancer (£437);
- The Children's Heartbeat Trust (£382);
- Trocaire (£2,603);
- NSPCC. (£1,503); and
- In support of a family in the school whose son who has a very rare genetic syndrome called Bohring Opitz. (£200).

Thanks to all the school community for your generous support to all of these charitable causes.

19. Special Educational Needs

The school appointed a new Special Educational Needs Coordinator (SENCO), Miss McCullough, to develop this area.

The SENCO met with specialists within the EA to take advice on SEN provision in the school.

Staff training took place to review the setting of targets and ensure that they were specific, measurable, achievable, results-focused, and time- bound (SMART). Parents and pupils were consulted about these targets.

Support arrangements were reviewed to ensure that those children requiring assistance received the best possible help with the resources available. Individual Education Plans (IEPs) and SEN folders were regularly monitored. Learning support notes were recorded on weekly planners (if needed) and books of SEN children presented at Collegiate Book Discussion meetings (from Term 2). A support teacher record sheet was introduced in Term 2 and monitored in Term 3 to ensure effectiveness.

Pupils are assessed by the EA's educational psychology service, subject to the availability of their resources, and additional support can be provided by peripatetic teachers from Outreach Support Services and Oakwood as well as classroom assistance within the school.

In-Service Training was as follows: effective measures for Speech and Language (P1-3 teachers and classroom assistants, November 2016), setting up a dyslexic friendly classroom (staff, December

2016); Selective Mutism (staff and classroom assistants, February 2017); and Challenging Behaviour (classroom assistants, March 2017).

A dyslexia audit was completed by teachers and an action plan written.

The SENCO formed links with coordinators from other schools in order to learn from best practice.

The SENCO kept the governors informed of the SEN provision in the school; a link governor for SEN was appointed, Mr Wolfe.

A review of the SEN policy began in April.

Monthly meetings with the SENCO and classroom assistants began in February, to discuss priorities and any issues they experienced. A classroom assistant audit was undertaken to ascertain their views.

Relax Kids and Lego Therapy clubs were introduced during the summer term.

Data from NRIT, PIM, PIE tests and COMET was collated in Term 3 to identify needs and monitor progress of children on the SEN register. The transition policy was reviewed detailing interventions for those children with SEN moving from Nursery to P1 in September 2017.

The number of children at each stage on the SEN register in June 17 was as follows:

Stage on Code of Practice	Number of children at this stage	% of children on register at this stage
1	7	13%
2	31	61%
3	10	20%
4	0	0%
5	3	6%

20. Using ICT

A number of new, successful initiatives in Using ICT, designed at enhancing teaching and learning in St. Joseph's, were introduced.

The Seesaw app was rolled out throughout the school, enabling greater communication with parents and regular opportunities for pupils to showcase their work.

As we continued in our quest to achieve a Digital Schools Award, our UICT Coordinator completed a school self-assessment and worked regularly with the school's Digital Leaders (P4-7 pupils) to ensure learning and teaching of UICT was implemented across all learning areas in an effective and fun way. In the school year 2017/2018, a Digital Schools' validator will visit the school in order to assess whether the school should be recognised as a Digital School in Northern Ireland.

Parents and pupils were involved in several E-safety workshops with the aim of developing awareness of on-line dangers. These were well received and aided the knowledge of both parents and their children.

The co-ordinator monitored the assessment of UICT skills throughout the academic year and set a target of achieving 10% of P7 pupils achieving Level 5 in June 2017. This was surpassed with 10 out of the 49 P7s (20.4%) achieving this level.

21. Assessment

Throughout the year each teacher used regular assessment appropriate to the age group, to record the progress of his/her class and each pupil, to inform planning and classroom teaching, and supplemented this information by gathering samples of work from each pupil.

Baseline assessment of pupils (COMET) was carried out in Primary 1 and Primary 2.

Standardised tests in English, Reading and Mathematics were held in during May for all P3-7 pupils. The purpose of these tests was to:

- measure the progress of pupils in these important curricular areas;
- identify areas of the curriculum which pupils are finding difficult;
- help teachers set appropriate targets in English and Maths for individual pupils and their classes; and
- help in the identification of pupils who are experiencing difficulties in these areas at this time.

All pupils' work in English and Maths was levelled (Levels 1 – 5) by the teachers during the last term and the annual written Progress Report was sent home in June. This data was used to make up an individual pupil's portfolio, which is a summative record of progress and achievement supported by relevant samples of work.

The accompanying tables show the performance of pupils and how they performed in comparison with their Northern Ireland peer group.

Levels of progression Key Stage 1: 2016/17

Area	Level	NI National Data	St Joseph's June 2016/17
Communication	1	11.16%	2%
Communication	2	69.40%	84%
Communication	3	17.83%	14%
Using Maths	1	9.65%	2%
Using Maths	2	71.10%	77%
Using Maths	3	17.86%	21%
Using I.C.T.	1	9.13%	0%
Using I.C.T.	2	85.08%	100%
Using I.C.T.	3	4.69%	0%

Levels of progression Key Stage 2: 2016/17

Area	Level	NI National Data	St Joseph's June 2016/17
Communication	3	15.65%	30%
Communication	4	62.31%	43%
Communication	5	17.35%	27%
Using Maths	3	16.18%	22%
Using Maths	4	56.47%	49%
Using Maths	5	23.37%	29%
Using I.C.T.	3	14.93%	6%
Using I.C.T.	4	78.23%	76%
Using I.C.T.	5	4 %	18%

22. Spanish

During the year P2-6 classes experienced Spanish language teaching as part of their curriculum – the lessons were taken by a visiting tutor.

23. Interim Follow-Up Visit

On 12 December 2016, St Joseph's received an Interim Follow-Up Visit from the Education and Training Inspectorate (ETI). The purpose of this visit was to determine whether the school was making progress towards the targets set in the post-inspection action plans.

Two ETI inspectors visited six classrooms and observed teaching and learning, reviewed a wide range of paperwork, including teachers' planners and the School Development Plan, and interviewed co-ordinators, the acting principal and members of the Board of Governors.

The conclusion was that the school was addressing all the areas for improvement. ETI were very positive about all the good work that had taken place, highlighted the benefits that this has led to for children and were happy that the school had the capacity to continue to make improvements in the interests of all children.

24. Extra-Curricular Activities

At St Joseph's we recognise that classroom based learning is just one part of the education process. A wide number of educational visits, designed to enhance the children's learning, took place during the year. These provided both enjoyment and valuable learning opportunities, and included:

Year Group	Extra-Curricular Activity
Year 1	Staff from Streamvale Farm visited the P1 classes (March) Visit to W5 (May)
Year 2	Cultra (June)
Year 3	City Airport, P3A (January) W5 (May)
Year 4	Carrickfergus Castle (June)
Year 5	Skainos, P5B (January) The Ulster Museum W5 (June)
Year 6	North Down Museum (November) The Mac (June) Bryson Water Sports (June)
Year 7	The Mac, P7A (October) Kingspan Stadium, P7B (March) Tayto Park (June) Ozone Centre (June)

A wide range of after-school clubs were also offered to the children. Through these we sought to:

- promote fun;
- increase a child's range of experience outside the classroom;
- develop a child's full potential in all areas of their development;
- increase social awareness, social skills, group responsibility and empathy;
- foster individual talents and interests;
- encourage children to develop friendships between age groups, and work together co-operatively; and
- enable the children to actively contribute to the school through their participation.

The after-school clubs on offer for the Summer Term gave a ‘flavour’ of the many and varied activities ongoing throughout the year.

Club	Class
Book	P5-7
Booster	P6
Drama	P5
Lego	P3B
Gaelic	P6/7
Gardening	P4-7
Gymnastics	P6/7
Irish Dancing	P1-7
Netball	P7
Relax Kids	P3
Soccer	P4-7
Soccer (junior)	P2/3
Soccer Team	P5-7
Tennis	P4/5

25. Links with other Organisations

The school has established links with a number of external organisations. These links impact positively on the children’s educational experiences.

The school has very good curricular and pastoral links with the local pre-school providers and the post primary schools in the area which aids the transition for children from one phase of education to another. In January Primary 7 were invited to St. Joseph’s College for a Sampling Day, experiencing a typical day in a post-primary school; the girls were invited to attend a similar day in Our Lady and St Patrick’s College, Knock.

P7 also completed the *Its Your Move* programme in June, helping to prepare them for the transition from primary to secondary education.

The pupils participated in the *Beat the Street* initiative during the Autumn term, a fun, free walking and cycling game organised by the National Charity Partnership.

The Dairy Council’s Food and Fitness team visited the school on 28 April to deliver its interactive programme to P5 and P6 pupils, focusing on the need for a balanced diet and the importance of exercise for a healthy lifestyle.

Pupils participated in a regular Credit Union saving scheme, thus encouraging saving habits at an early age. During the Spring term two P7 teams participated in local rounds of the Credit Union Quiz, with one team winning their group and making it all the way to the all-Ireland final.

On 31 March we held a *Bling your Bike or Scooter* day to promote cycling or scooting to school.

Firefighters visited the school in May to deliver a programme to our Primary 5 children, teaching them about the dangers of fire and how to make their homes safer.

26. Communication with Parents

Parents were consulted on the post inspection action plans in 2016. The action plans were displayed on the school’s website and parental responses encouraged. The Board of Governors and staff considered the responses, and used them to inform the final action plans.

Curricular meetings for parents of each year group were held in September/October 2016. The purpose of each meeting was to inform parents about the curriculum in the relevant year group,

give them an opportunity to meet the teacher and raise any concerns or ask any relevant questions in relation to the curriculum.

Parents were given an opportunity to discuss with the class teacher their child's progress during P1-6 parent/teacher meetings in January/February 2017 and P7 parent/teacher meetings in April 2017; other opportunities throughout the year to meet the teacher were also available by appointment.

The annual written reports, which covered all the subjects specified in the revised Northern Ireland Curriculum, were issued to parents in June.

A transfer meeting for P6 parents was held on 6 June, to provide information on the transfer procedure, explain the roles played by parents and the school, and to give an opportunity for parents to ask questions about the process.

The opinions of parents and carers were sought through the use of a parent questionnaire to assist in planning and help the evaluation, development and improvement on current practice.

Throughout the year parents were kept informed about the life and work of the school through a fortnightly newsletter, the text and email service, and the school website. Paper copies of all documents and correspondence were provided for non-emailers.

27. New pupils

On 30 November, the school held an Open Morning for new and prospective P1 parents – it was an opportunity for them to visit St. Joseph's and see the school in action on a normal working day.

A P1 Induction meeting was held on 13 June to enable our new P1s to meet their new teacher and spend some time in their new classroom, while their mums and dads found out all they needed to know about the school in the year ahead.

28. The Parent Teacher Association (PTA)

The PTA was again very active and supportive of the school throughout the year. As well as its crucial fundraising role, the PTA also has an important social role within St Joseph's, with the events organised providing an opportunity for parents, staff and pupils to get together. Throughout the year the following events were organised by the committee:

Month	Event	Amount raised (£)
September	P1 Parents Drinks Reception	N/A
October	Halloween Disco	475
December	Christmas Raffle	1490
January	Confirmation Teas	N/A
March	Cake Sale	450
May	Cash for Clobber	97
May	Communion Teas	N/A
June	Community Fun Day	2,373
June	P7 Disco	408

29. The School Council

The pupils' School Council was elected in September and met regularly throughout the year, giving the children the opportunity to have their voice heard and input into the decision making process. There are a number of suggestions that have been raised by School's Council that have been enacted.

30. The Eco-Council

Elections were held in October with membership expanded from P5-7 to include P4.

On examining the full environmental review carried out previously, the Eco-Council focused on three key priorities: reducing waste, transport and developing the school grounds.

The first whole school initiative was taking part in the *Beat the Street* programme.

A school gardening club was established with the help from one of our parents.; funding was raised for this through a *Wear Something Green* day.

We were awarded our Level One and Level Two certificate at the Royal Horticultural Society awards.

In reducing food waste several initiatives were undertaken including: organising a whole school visit from ARC21 (Belfast City Council) and the recycling bus on 19 January; the introduction of food waste caddies into the playground, classroom and staffroom; entering the Wheelie Big Challenge - the Eco-Council attended the Wheelie Big Competition final at Stormont on Wednesday 14th June, where we were awarded third place.

The Eco-Council presented all of their work to the Board of Governors' in April.

As a result of all this hard work the school received its Eco Schools Silver Award.

31. Accommodation and Maintenance

During the summer term work on the replacement assembly hall roof was completed and work began in relation to the refurbishment of the staff and pupil toilets.

32. LMS Budget Report

The Board of Governors administered a delegated budget of £1,002,673. Details of the three-year plan are as follows:

Only complete cells in grey

	October 2016	October 2017	October 2018	October 2019
1 Full Time Equivalent Enrolment (excluding Spec Unit pupils)	384	383	378	368
2 Teaching Complement	16.50	15.00	15.00	15.00
Pupil/Teacher Ratio	23.27	25.53	25.20	24.53
		YEAR 1 (2017-2018)	YEAR 2 (2018-2019)	YEAR 3 (2019-2020)
Expenditure Summary				
3 Staff - Pay Teaching		£759,312	£761,909	£780,123
4 Staff - Pay Non Teaching		£153,964	£155,503	£157,042
5 Staff - Other Costs		£52	£53	£54
6 Premises, Fixed Plant and Grounds		£27,144	£27,687	£28,241
7 Operating Costs		£41,755	£42,590	£43,442
8 Non Capital Purchases		£1,926	£1,965	£2,004
9 Capital Expenditure		£6,678	£0	£0
10 Less Income (enter as negative figure)		-£11,000	-£11,000	-£11,000
11 Estimated Savings (enter as a negative figure)				
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
12 Estimated Additional expenditure (enter as a positive figure)				
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
TOTAL PROPOSED EXPENDITURE		£979,831	£978,706	£999,905
CFF BUDGET SHARE PER CAPITA		£2,554	£2,555	£2,559
13 Budget Summary				
Common Formula Funding (CFF) Budget Share		£980,854	£978,604	£967,354
Transition Funding		£0	£0	£0
Other funding - (Please specify)		£0	£0	£0
Other funding - (Please specify)		£0	£0	£0
Other funding - (Please specify)		£0	£0	£0
Total Delegated Budget		£980,854	£978,604	£967,354
14 Carry-over from Previous Year		£21,819	£22,842	£22,740
Total BUDGET		£1,002,673	£1,001,446	£990,094
less PROPOSED EXPENDITURE		£979,831	£978,706	£999,905
ANTICIPATED CARRY-OVER		£22,842	£22,740	-£9,811
% CARRY-OVER		2.28%	2.27%	(0.99%)
<i>In Year Movement (for officer use only)</i>		£1,023	-£102	-£32,551
<u>The financial plan will not be considered for approval if:</u> - if it is not signed by the Principal and Chairperson, - any of the three years are incomplete, - estimates of expenditure are unrealistic				
Comment:				
Principal: _____				Date: _____
Chairperson: _____				Date: _____
Education Authority: _____				Date: _____

33. The principal's address

This is my first contribution to the annual report of the Board of Governors since becoming principal in September 2017.

St Joseph's has undoubtedly been in a period of transition over the last two years. Following on from the Inspection in October 2015, we have had to undertake a review of all aspects of school life, including: Governance; Leadership and Management; Provision for Learning and Teaching; and Assessment and Standards. This led to the creation and implementation of detailed action plans, resulting in a comprehensive programme of school improvement, much of which has been documented in this report.

As principal of St Joseph's, I recognise the effort and commitment of the staff that worked tremendously hard during this period; this did pay off – and in the Follow-Up Inspection of October 2017 the ETI reported that:

'The quality and effectiveness of leadership, management and action to promote improvement are now good. There have been significant changes to the management structure of the school at both senior leadership and middle leadership levels. Leadership and management at all levels share a clear strategic vision for ongoing school development. The management of change has been well paced and the actions to promote improvement have impacted positively on the quality of the provision and the outcomes for the children.'

Leading to the overall conclusion that:

'St Joseph's Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.'

However, rather than viewing this inspection as an end in itself, we all recognise that it represents nothing more than a stepping stone for us on our journey towards delivering St Joseph's as an outstanding school – the pupils deserve nothing less.

With this in mind, our priorities going forward include:

- Revisiting the school's vision statement, so that it continues to embody the values of the community and is the foundations for action leading to school improvement.
- An immediate focus on the suggestions included in the inspectors' report, namely, implementing strategies for developing further consistent high-quality learning and a broader range of assessment for learning strategies. An Action Plan has already been drawn up and will form the basis of school improvement in the short/medium term.
- Continuing our work on challenging pupils, with particular reference to improving standards in writing and continuing our progression in mental maths.
- Continuing to build on relationships with all stakeholders – pupils, staff, parents, governors and the wider community. Communication and teamwork are key, and it is only with everybody working together that we can utilise the talents of all and continue to make improvements.
- Improving the school environment, both inside and out. The corridors, classrooms, assembly hall, school playground all need refreshed, and the minor repairs seem to be turning into major repairs. We are also looking at plans to create a sensory garden in the infant playground, which has been inhabited by workmen for the last eighteen months – much of this depends on funding.
- Being more creative in accessing funding. We greatly appreciate the tireless work of the PTA, supported by you the parents, and their fundraising is becoming even more critical with the ever-tightening budgetary constraints. However, we also need to tap into supplementary

sources of funding, so that we have the necessary resources to achieve the goals that we are setting.

- Updating the school website and introducing a new online system of payment for dinners, clubs, music tuition, trips etc...

Our ultimate goal is to develop a culture of continuous school improvement, which involves evaluation of existing practices, consideration of new approaches and a willingness to be innovative and change direction, if required, with clear expectations that all pupils can and will achieve to the best of their ability.

If you need to seek further clarification about any issue or topic addressed in this Annual Report, please do not hesitate to contact the current Chair of the Board of Governors, Mr McCaffrey, or the principal, Mr Donaldson.

We look forward to your continuing support and co-operation in the year ahead.

Regrettably, due to circumstances beyond the school's control, there has been an unfortunate delay in the publication of this report. However, going forward, the Governors' Annual Report will now be available in October of each year.