

Annual School Report 2023 School Year

St Joseph's Primary School, Glen Innes



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Principal
Geoffrey McManus

About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

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

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

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

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

Further information about the school or this report may be obtained by contacting the school on 02 6732 1372 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

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

St Joseph's Primary School commits collective expertise, experience and resources to work in strong teams to ensure that every child understands that the student support framework, Living Well, Learning Well, is meaningful, both in language and practice. We choose to work in teams of skilful helpful adults to ensure that every child achieves their personal best in head, heart and body.

Research clearly shows that the best learning is founded on explicit instruction, quality differentiation and fast feedback. Skilful, helpful staff are trained experts in this mode of instruction. In layman's terms, explicit instruction means that the teacher(s) deliver(s) a short expert example of the new skill and/ or concept, immediately followed by a shared worked example with the class and a subsequent opportunity for individual student or small group-work to rehearse and embed the new skill/ concept. Quality differentiation refers to the distribution of the students into 'mini-cohorts' and work tasks that are 'pegged' at a level of challenge that supports students who may be not grasping a skill or concept, to those that need 'pushing' beyond the mid-range and onto that group that are needing to be 'stretched' at the high end of the class, sometimes even beyond their grade level. This is followed up with fast feedback to the children based on their personal level of understanding and needs.

Stage-based allocation of teachers and support staff ensures high levels of adult density in every classroom (three adults every day for literacy and numeracy) that goes far beyond the old traditional notion of one teacher per class. This collaborative foundation reaped highly commendable outcomes in 2023. The highlights of the NAPLAN results show 71% of Year 3 Reading at either Strong or Exceeding; 79% of Year 3 Writing at either Strong or Exceeding; and 59% of Year 3 Numeracy at either Strong or Exceeding. Year 5 NAPLAN for Reading shows every child except one (94%) at Strong or Exceeding; 60% at Strong or Exceeding for Writing and 67% for Numeracy.

Further, 87% of children were at or above their age-appropriate PM Benchmark, with 80% of K-2 students at or above the benchmark for reading, once again 'future-proofing' these children for success.

Similarly, as a proud Catholic school, one of the valued benchmarking tools is to measure the collective capacity to teach the core catechetical knowledge to children across the seven years of study in primary school. Hence, every one of the 19 primary schools across the Diocese of Armidale assesses the catechetical knowledge of Year 6 students via a 30-question test conducted annually in Term 2. I am very pleased to report that the Year 6 students achieved an average mark of 29.3, which was the highest average score across the entire diocese. Once again, an affirming reflection of the expert collaborative work being carried out between children and their teachers.

Extra focus was placed upon positive attendance during the year which, in turn, improved the whole school attendance rate from 87% to 90% and the attendance level from 40% to 63%. Gold Level, 100% Attendance Vouchers were provided by local businesses, The Furry Cow and The Super Strawberry, as incentives and two children achieved Platinum status by attending school 195 out of 195 days!

In the sporting arena, the Open netball team made the regional finals in Tamworth after being undefeated in the local zone trials. They were desperately unlucky not to win at regionals after playing extra time and losing by one goal. Many children attended diocesan and Polding sporting trails and gala days, which reinforces the notion that there are numerous and broad high-quality sporting opportunities for children in Glen Innes and the Diocese of Armidale.

In the cultural sphere, congratulations are offered to the inaugural winners of the St Joseph's Public Speaking Cup and sub-categories. As an intentional vehicle to enhance and encourage the positive life skill of confident public speaking, the inaugural event on Friday 8th of September was a huge



success. Similarly, the St Joseph's School Choir excelled in major performances to commemorate the 100th Anniversary of the local CWA and the opening ceremony of the Celtic Festival.

The School Advisory Council (SAC) and P&F continued their active work in governance and fundraising throughout the year. I formally acknowledge the SAC Chair, Matt Pope, and the P&F President, Sal Floyd, for their generosity and willingness to take on the leadership of the respective community groups. Much fun and community spirit were generated at events such as the Mother's Day Morning Tea and Father's Day Breakfast. The school is fortunate to have dedicated, passionate and hardworking parents who contribute to the well-being of the whole school in this manner. Combined with some great ideas and projects planned for 2024, not the least being the reinvigoration of the St Joseph's School Ball, community and parish engagement can only be enhanced.

The celebration of liturgy, the transmission of religious knowledge and the experience of the Catholic faith are central to St Joseph's. The celebration of the Eucharist in union with the parish and the parent body are essential to build the Body of Christ. Catholic Principles and Values underpin all that occurs at St Joseph's. Prayer is a central part of the daily routine.

At the beginning of Term 4, St Joseph's bid Father Gleeson, parish priest from 2016, a relaxing and well-earned retirement in Glen Innes. We were fortunate to have such a learned, scholarly and caring parish priest at the school and in the parish. We wish him well and God's blessings.

In the language and practice of Living Well, Learning Well, the school's children have benefited from a great team of skilful, helpful adults. I offer enormous public thanks to this team for their hard work, dedication and love of the children. I thank the parents/ carers and children for actively supporting the mission and vocation at the school. With such a welcoming and enthusiastic spirit, we will all continue to work together into 2024 to make a good school great! We look forward to celebrating the 140th anniversary of the school which opened in January 1884.

Geoffrey McManus
Principal

1.2 A Parent Message

It has been my pleasure to serve the St Joseph's community as P&F president. I would like to thank Geoff and his staff for not only believing in the purpose and existence of the P&F but for creating a school culture that is inviting and enjoyable in which to be involved. Thank you to the committee and the parents and friends who have tirelessly supported the P&F committee and its initiatives throughout the year.

We continue to work in partnership with Geoff, the Principal, who has a deep understanding of the value of a quality education and the need to instil a strong cultural and religious identity in the students. He continues to build mutual respect and has delivered a wealth of expertise in teaching and learning whilst raising the standards of the school. The P&F values this partnership with Geoff and the staff.

The P&F continues to provide the community with opportunities to get together and reunite, whilst having fun. The Father's Day BBQ Breakfast and Mother's Day Morning Tea continued. They are both fantastic opportunities for many of the dads and mums to be involved in the school, an opportunity often missed due to work commitments. We are very excited and well on the way with plans for a reinvigorated St Joseph's School Ball in 2024.

Two discos, held annually, are always a hit and this year was no exception, with both events being well-supported and generating funds to subsidise the Life Education Van provided by the P&F. The van was supported by the canteen at the annual athletics carnival.

As always, these events would not be possible without the incredible volunteers who rise to the occasion without hesitation every time. The school community is incredibly blessed by the spirit of service which has helped us provide for the education and growth of children and the P&F is a great asset. It is a conduit for socialising, having fun and raising funds to better the school, as well as a support for the community. I strongly encourage all parents and friends to get involved. In closing, I'd



like to thank the small but dedicated committee for their tremendous contributions and untiring energy. The commitment, support, professionalism, kindness and passion each of these people bring to the committee is invaluable.

Thank you for your continued support.

Sal Floyd
President
Parents & Friends Association

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Glen Innes and is part of the St Patrick's Parish which serves the communities of Glen Innes, Deepwater, Red Range, Glencoe, Emmerville, Pinkett, Ben Lomond and Mt Mitchell, from which the school families are drawn.

Last year the school celebrated 139 years of Catholic education.

The parish priest, Father Richard Gleeson, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Joseph's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The school is part of St Patrick's Parish and works in close partnership with the parish priest and the parish community. The liturgical life of the school is very closely connected to the parish celebrations of the liturgical year and significant feast days.

The school plans, at a yearly and strategic level, to emphasise and celebrate the importance of the Catholic life and identity of the school. The school community, through Mass and liturgy, celebrates feast days and solemnities of the church's year. Additionally, students celebrate the Mass at regular intervals with the parish community. St Joseph's acknowledges and honours other important occasions through liturgy and prayer.

Parish-based sacramental programs for first reconciliation (Year 2), first Holy Communion (Year 3) and confirmation (Year 5 & 6 - every two years), supported by the school, are features of the school and parish calendar. The RE Scope and Sequence for learning is aligned to the Sacramental Program offered by the parish.

Faith formation of staff, students and parents is developed in many ways in the school. Prayer is integral to the daily life of the school for students and staff. Additionally, staff meetings, School Advisory Council meetings and student school assemblies began with prayer. The school newsletter has a dedicated section for faith and religious life. Staff members are provided with the opportunity to participate in either a one-day retreat or twilight reflection afternoons prepared and presented by the CSO Renewal Team.

Social justice is central to the life of the school. It is integrated throughout individual teaching units in the Religious Education curriculum and is closely connected to the school motto 'Act Justly, Love Tenderly, Walk Humbly', which is constantly reflected upon and presented to the students as a guide to their behaviour in living in relationship with each other and with God. The strong relationship the school maintains with the local Vinnies chapter is a significant parish link. In support of Vinnies, the Mini Vinnies group, through its engagement with the student and staff community, raised \$1381.40 for the local chapter. The Lenten Project Compassion Caritas Appeal and the Easter Raffle raised a total of \$1564.45. Other approved fundraisers collected \$243.20.



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

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	30

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2023	TOTAL 2022
Male	9	10	4	7	9	7	7	53	55
Female	8	13	15	16	19	7	15	93	94
Totals	17	23	19	23	28	14	22	146	149

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The class roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The school set a specific strategic target to encourage and improve attendance statistics for 2023. The whole school attendance rate improved from 87% to 90% and the attendance level grew from 40% to 63%.

The average student attendance rate for the school during 2023 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	92.0%	91.0%	92.0%	92.0%	91.0%	83.0%	89.0%	90.0%

Managing Student non-attendance



Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

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

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	15
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	14
6.	Number of staff identifying as Indigenous employed at the school.	0
7.	Total number of non-teaching staff employed at the school.	8



2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- The student leaders, consisting of the School Captains, House Captains and Student Representative Council, were exemplary role models for younger students and accepted responsibility for a number of tasks around the school, whilst representing the school in the wider community where they could.
- The school contributed to the Glen Innes community through participation in the community Anzac Day Dawn Service and March, a Remembrance Day prayer at school and the Red Cross Christmas tree display.
- The school responded to social justice needs and held fundraisers with the proceeds going to social justice appeals including Catholic Missions, St Vincent de Paul and Caritas.
- Awards for citizenship were presented at the Annual Presentation Assembly, including both the Rotary Citizenship Award and the school's awards promoting respect and responsibility.
- Implementation of Acknowledgement of Country and Welcome to Country actions form part of school assemblies and gatherings.
- An anti-bullying focus was emphasised through units of work which form part of the PDHPE curriculum, along with ongoing conversation and attention.
- Catholic Principles and Values were integrated into all Key Learning Areas. They are at the core of the school and underpin the school's policies and procedures. These values are embedded within and supported by the Living Well, Learning Well Student Support Framework.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge parental satisfaction with school operations. Parents were asked to respond to a range of questions around the following four broad areas:

- Catholic Identity is a high priority within the school
- The school is a happy and safe place for my child
- The school communicates that it has high expectations for school attendance, engagement and learning outcomes
- The school's reporting processes give me a good understanding of my child's progress and areas for improvement

Of the 132 parents surveyed, 59 completed the survey, representing a 45% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.4



Student Satisfaction

The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge student satisfaction with school operations. Students in Years 4, 5 and 6 were asked to respond to a range of questions around the following four broad areas:

- Feel safe at this school
- Learning: A Presence of Quality Teaching and Learning is delivered/ Students know what they are learning and why/ Students Feedback to improve learning is provided
- I am encouraged to be a good community member
- I feel accepted by others at this school

Of the 64 eligible primary students, 55 completed the survey, representing an 86% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.3

Staff Satisfaction

The Diocese of Armidale contracted the services of Survey My School as a formal school improvement tool in order to gauge staff satisfaction with school operations. Staff, across all areas of the school, were asked to respond to a range of questions around the following four broad areas:

- I have the resources I need to do my job
- My school encourages a climate conducive to staff professional learning and improvement in practice
- Catholic religious identity is a high priority within this school
- Collaborative planning processes in this school are effective

Of the 25 staff surveyed, 22 completed the survey, representing an 88% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.3

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

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

St Joseph's Primary School recognises that schools have served society well, but new times demand new models of schooling. The school has commenced a journey, taking important steps to design, cultivate and grow learning environments which reflect the necessity for schools to respond to the needs of students in the 21st century. This change of practice to learning and teaching pedagogy is evidenced in the flexible and innovative learning spaces catering for stage-based learning, with teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of students along with the considered use of technology. The signature characteristic of



contemporary education and contemporary learning environments is students at work learning and thriving in an educational model that adopts a model of gradual release of responsibility.

The primary curriculum is designed to cater to the needs of all K-6 learners. Scope and Sequences map learning development across K-6. The curriculum is delivered, monitored and assessed. Integration opportunities are pursued and the use of technology to support learning is a significantly prevalent feature of the curriculum. The school is well resourced with IT equipment. Opportunities to enter local, state and national competitions are available for students. In conjunction with the classroom/ subject, teachers work in Stage Teams. The learning support team assists students with identified needs and learning difficulties. The literacy support program MiniLit (Meeting Initial Needs in Literacy) supports targeted students in K-2. Activities for extension/ gifted and talented students are offered in small explicitly targeted group work.

COVID-19 tutoring intervention continued and allowed the school to further respond to data and anecdotally informed knowledge about students, leading to pinpointed deeply structured additional learning and wellbeing support for identified students. The ongoing implementation of the MaST Project across the school, based on high impact instruction and gradual release of responsibility continues to provide a strong focus with hands-on, open-ended tasks in Numeracy and Mathematics that are having an impact on improved outcomes.

A Transition Program for preschoolers entering Kindergarten is organised in Term 4. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 17 students presented for the tests while in Year 5 there were 14 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

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

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

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

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

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



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

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
71.0	77.0	65.0	53.0	59.0

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
94.0	60.0	67.0	71.0	67.0

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

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

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

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

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

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



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

4.3 Student Protection Policies and Procedures

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

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

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

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

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

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

4.4 Complaints Handling Policy and Guide

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

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

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



5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.

Key Goals Achieved and Implemented in 2023	Key Goals for 2024
<ul style="list-style-type: none"> Continued to grow the culture of Living Well Learning Well through language and practice with a particular focus on Respect for Self, Others and Property. The next steps in improving reading levels we taken through: <ul style="list-style-type: none"> A tight focus on the pedagogy of Comprehension Quality practice of modelled and Shared Reading Quality practice of differentiated Guided Reading The next steps in the MaST Project (Numeracy & Mathematics were taken through: <ul style="list-style-type: none"> Fidelity of practice to the Great Maths Learning Sequenceii) A focus on quality differentiated practice with 'less talk' and more 'doing' Triangulate data sets (NAPLAN, PAT-M, etc.) for fluid 'learning sprint' and 'extension' intervention groups 	<ul style="list-style-type: none"> Continue to grow the culture of Living Well, Learning Well through language and practice with an ongoing focus on Respect for Self, Others and Property. Take the next steps in improving reading, writing and numeracy levels through: <ul style="list-style-type: none"> Quality professional learning through the Clarity Learning Suite (14 Parameters, Assessment and Instruction) A tight purposeful focus on differentiated practice in Literacy and Numeracy A continued focus on the pedagogy of Comprehension Increase the impact of the MaST project, so it is reflected in external and internal metrics (NAPLAN/PAT-M/Year Level Number Check) <ul style="list-style-type: none"> Collaborate and agree on the non-negotiables of the Great Mathematics Learning Sequence (GMLS) Have a collective, strong team focus on the non-negotiables of the GMLS Continue the focus on quality differentiated practice with 'less talk' and more 'doing' Triangulate data sets (NAPLAN, PAT-M, etc.) for fluid 'learning sprint' and 'extension' intervention groups

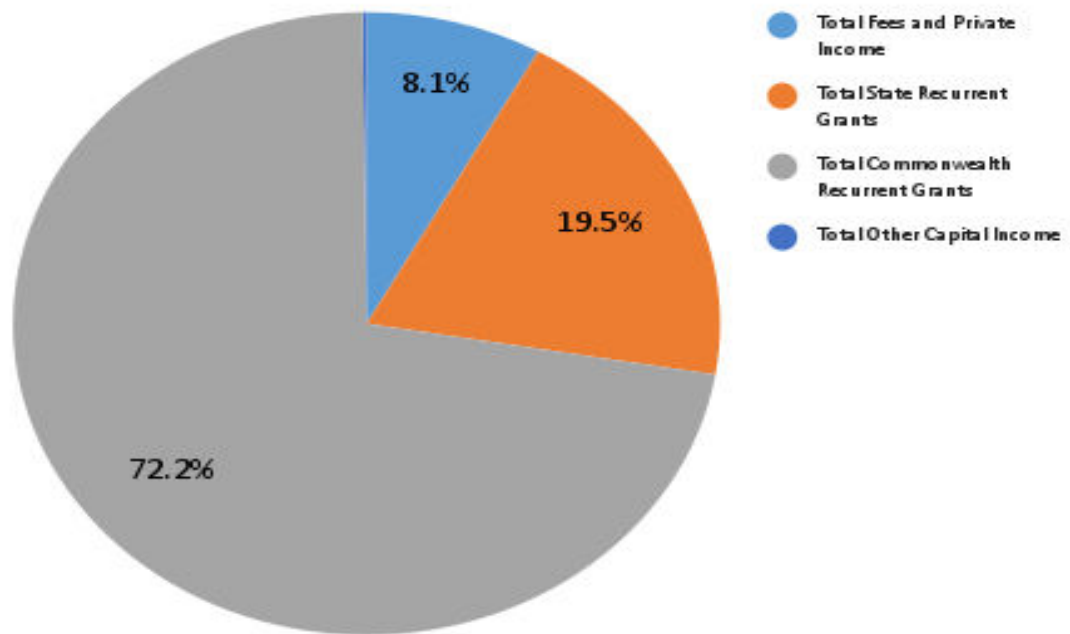
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2023 is presented below:



2023 Income - St Joseph's Primary School, Glen Innes



2023 Expenditure - St Joseph's Primary School, Glen Innes

