

# Annual School Report 2019 School Year

St Joseph's Primary School, Glen Innes



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Glen Innes NSW 2370

Phone 02 6732 1372  
<http://stjosephsgleninnes.catholic.edu.au>

Principal  
Maria Mowle

## **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 also 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 2020 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 <http://stjosephsgleninnes.catholic.edu.au>.



## **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 strives to be a Catholic Professional Learning Community continuing to engage in the Diocesan Collaborative Inquiry Initiative which focuses on shared beliefs and understanding, and shared responsibility and accountability. St Joseph's educates students to engage in the world as successful lifelong learners, meeting the demands of a changing world with the skills of Communication, Collaboration, Creativity and Critical Thinking. Explicit teaching and data-informed, evidence-based results orientation, drives teacher practice and the continuous improvement of students' results.

All learners engage in experiences which facilitate the achievement of the students' individual learning goals, enabling them to meet their success criteria. Professional collaboration enables teachers to design quality experiences for students, with the students' needs and learning being central to the process and the assessment. The staff's deep knowledge of the curriculum and their commitment, skills, care and concern for the students' wellbeing ensure that students thrive in a safe and stable learning environment. The pedagogy of using the gradual release of responsibility in focused Literacy and Numeracy Blocks, and the response to intervention, supports all students in their learning. Successful collaboration requires a cooperative spirit and mutual respect and these underpin the school's rationale. Staff and parents work in collaboration with a commitment to, and a passion for, the students' needs. This partnership is a significant dimension of the school.

The celebration of liturgy, the transmission of religious knowledge and the experience of the Catholic faith is central to St Joseph's. Catholic Principles and Values underpin all that occurs at St Joseph's. Prayer is a central part of daily routine.

Parents are the first and primary educators of their children, therefore, a collaborative, inclusive approach to the education of your child is promoted. The school is fortunate to have dedicated, passionate, and hardworking parents who contribute to the wellbeing of the whole school.

Maria Mowle  
Principal

### **1.2 A Parent Message**

Congratulations to the leadership team, staff and parents for their dedication to the students of St Joseph's and for providing them with another successful and enjoyable year. St Joseph's enjoys a culture where parent participation is strongly encouraged and they provide positive contributions to the everyday life of the school. The parent community has a strong identification and sense of ownership of the school and are willing volunteers in many aspects of school life. Positive levels of parent satisfaction with the school were constantly conveyed through interviews, focus group discussions and survey results.

The Parents and Friends Association is a parent representative body with its main aim of encouraging parents in the building of community, to provide support to the Principal and contribute to the overall effectiveness of the school through fundraising. The P & F and their various committees worked extremely hard for the good of all. They supported the school and students by organising sausage sizzles, plainclothes days and fundraising events. Funds raised were allocated according to the school's Annual Improvement Plan with a portion allocated to assisting students with their attendance at sporting fixtures. The annual 'Welcome Back' barbecue, held at the New England Club at the start of the school year, was a whole school community-building event where all



families were made to feel a part of the wonderful culture which exists at St Joseph's. It was well attended by parents and students. Due to ongoing hardship with fires and drought conditions, the P & F decided to reduce the number of fundraising events to ease financial pressure on the community and families of St Joseph's. It was heartening and greatly appreciated, to be supported by a Tasmanian school in our extreme drought and fire conditions.

The St Joseph's School Advisory Board operates in collaboration with parents, the parish and the community. Meeting formally once a term, the Board provides advice and support to the Principal and the leadership team.

Mr Sam Baker  
Chairperson  
School Advisory Council

## **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, Matheson/Illparan, Wellingrove, Deepwater, Dundee, Emmaville, Glen Elgin, Red Range, Pinkett, Mount Mitchell, Glencoe, Ben Lomond and Furracabad, from which the school families are drawn.

Last year the school celebrated 135 years of Catholic education.

The parish priest, Rev 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 liturgical life of the school is very closely connected to the Parish celebrations of the Liturgical Year and significant Feast days. Throughout the year, many opportunities were provided for students, staff and parents of the school to join with the Parish community to celebrate Eucharist, either as a whole school or in stage classes.

Whole school Feast Day masses and celebrations included Ash Wednesday, St. Joseph's Day, St. Mary of the Cross, Assumption of the Blessed Virgin Mary and All Saints' Day. Other whole school masses were celebrated to mark the beginning and the end of the school year, Mother's Day and Father's Day. NAIDOC Week was also marked liturgically with a Mass for the Progress of the Peoples.

The Feast of The Sacred Heart was celebrated with a whole school Mass and with students, led by the Mini Vinnies group, collecting food for the poor which was donated to the local St. Vincent de Paul Society.

The Feast of Ss Joachim and Anne was celebrated as Grandparents Day with Mass and then a shared lunch in the school playground. The Sacrament of Reconciliation was made available each term during school time to all students who were eligible to receive this Sacrament.

Faith formation of staff, students and parents was developed in many ways in the school.

Prayer is integral to the daily life of the school. All staff meetings, P & F Meetings, School Advisory Council meetings and student school assemblies begin with prayer. Staff gather for Prayer of the Day on Friday mornings. Students pray from the Catholic tradition throughout the day including the Morning Offering, Grace before meals, Glory Be and the Our Father. The school community also prayed for families during Diocesan Marriage and Family Week, a decade of the Rosary each day in



October and for rain during the ACBC National Drought Campaign in November. Whole School prayer services were held for Catholic Missions in October and ANZAC Day and Remembrance Day were remembered liturgically.

Sacramental preparation is via a parish-based programme coordinated through the school and supported by class religious education lessons. Families of eligible students were invited to enrol their child to prepare for the Sacraments.

Staff members participated in either one day retreats or twilight reflection afternoons prepared and presented by CSO Renewal Team members. Students in Years 5 and 6 participated in school-based retreats.

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". The motto is constantly reflected upon and presented to the students as a guide to their behaviour and relationships with each other and with God.

The student body responded to the call to social justice through various fundraising collections, including Project Compassion (Caritas) during Lent and the Catholic Missions Appeal for Ghana in October. This appeal was led by the SRC and Mini-Vinnies group and involved holding an ice-cream stall.

The Mini-Vinnies group were involved in acts of service and outreach including assisting younger students with games (to include all children), homework and reading clubs, providing service to the parish in assisting with preparations of new hymn books and holy water bottles for the Easter liturgies and coordinating a collection of food items for the poor as part of the school's celebration of the Feast of the Sacred Heart. These items were then donated to the local St. Vincent de Paul Society.

The school is part of St. Patrick's Parish and works in close partnership with the parish priest and the parish community in a variety of ways:

- Pastoral Council Representation — Three staff members are part of the Parish Pastoral Council and attend meetings regularly, with one staff member being the Council Chairperson. These staff members assisted the parish in Plenary Council discussions and preparations of submissions.
- Family and Children's Ministry — Throughout the year the school hosted a number of family masses followed by a morning tea prepared by the school. Staff from the school assisted with coordinating, preparing and printing resources for Children's Liturgy held on the 4th Sunday of the month.
- Sacramental Programmes — The school assisted with the coordination of the parish-based Sacramental programme, with staff members attending and leading catechesis sessions when required.
- Liturgy Preparation — School staff and students assisted the parish community with preparations for Easter liturgies and Christmas and with the set up of ICT and audiovisual resources for special occasions, including CARITAS, NAIDOC Week and preparations for the Plenary Council.

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

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

| <b>Our School's average result (as a mark out of 50)</b> |    |
|--|----|
| Year 6   | 24 |

## 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 2019 | TOTAL 2018 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>   | 10     | 11     | 9      | 19     | 13     | 14     | 14     | 90         | 92         |
| <b>Female</b> | 16     | 7      | 18     | 12     | 19     | 23     | 13     | 108        | 115        |
| <b>Totals</b> | 26     | 18     | 27     | 31     | 32     | 37     | 27     | 198        | 207        |

## 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, our 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 average student attendance rate for the school during 2019 is shown in the following table.

|   | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Average Student Attendance Rates</b> | 90.0%  | 89.0%  | 87.0%  | 88.0%  | 87.0%  | 87.0%  | 91.0%  | 88.4%     |

### 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 School Consultant 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. | 1                  |
| 2. Those teachers at the NESA Teacher Accreditation Proficient level.                 | 11                 |
| 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.              | 12                 |
| 6. Number of staff identifying as Indigenous employed at the school.                  | 0                  |
| 7. Total number of non-teaching staff employed at the school.                         | 7                  |

## 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 and representing the school in the wider community.
- The school contributed to the Glen Innes community through participation in the local show, ANZAC and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer, Community Christmas Carols and the Red Cross Christmas tree display. The school held a fundraiser with the proceeds going to local Drought Relief. Students and staff contributed



generously to social justice appeals, including St Vincent de Paul and Caritas. Awards for citizenship occurred at the Annual Presentation Assembly, including both the Rotary and Quota Citizenship Awards and the school's awards promoting respect and responsibility.

- The Restorative Justice approach was utilised by teachers in their approach to behaviour management issues and was monitored through Compass Chronicles. Respect and responsibility are fundamental to the school's restorative justice program. The school implemented an approach called 'Growing with Gratitude' which focuses on respect for others and taking responsibility for oneself. Students are taught to develop habits of mind which include kindness and service to others. Students are reminded at assemblies of the importance of these values.
- Catholic Principles and Values are integrated into all key learning areas. They are at the core of the school and underpin the school's policies and procedures.

## **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 has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

An external company, *Survey My School*, was engaged by the Diocese to conduct a comprehensive survey covering aspects of school life. Parents were asked to complete surveys on their satisfaction regarding the school, education of their child and engagement in the learning process. Parents were surveyed about whether they considered the school a safe place to be, the school's communication and reporting processes, celebrations, provision and use of technology and opportunities for parental involvement. Parents agreed staff took an interest in their child and felt they were challenged to learn and that they were happy with their progress. Parents believed they could make contact with their child's teacher easily, with concerns responded to quickly. Catholicity is seen as a school priority and staff, students and parents were involved in the religious life of the school. Parents believe there is a strong partnership between the parish and school. The school encourages volunteers to work with students and teachers; volunteers are made to feel welcome and valued. Parents agreed that the school is kept clean and well maintained. Parents indicated that they agreed/agreed strongly with the areas listed above. The Advisory Council and Parents & Friends provided valuable feedback to the school.

### **Student Satisfaction**

An external company, *Survey My School*, was engaged by the Diocese to conduct a comprehensive survey covering aspects of school life. Students were asked to complete surveys on their satisfaction regarding the school. The students indicated that they liked being at the school and felt safe. The students believed that their teachers cared about them and encouraged them to do their best. School leaders are viewed by the students as being approachable and students were encouraged to be good community members. Students found lessons interesting and believed teachers tell them what they are learning and why. Activities are interesting and students receive teacher feedback and targets are set to improve their learning. Students believe that Religious Education is taught well at the school and the school helps them to be more involved with prayer. Students believe that they are encouraged to care for others. They see that their successes and achievements are celebrated. As a whole, students would recommend this school to others.

### **Staff Satisfaction**





An external company, *Survey My School*, was engaged by the Diocese to conduct a comprehensive survey to determine the level of satisfaction felt by teaching staff. The survey feedback showed the teaching staff felt a lot of satisfaction working in the school. They would recommend the school to others and are happy with the school's facilities and the provision of resources. School leaders know staff members as a 'person' and support their well being, they encourage professional learning, professional conversations and improvement in practice. The school promotes targets for student learning and uses assessment to inform learning and teaching. Opportunity is provided to share skills and knowledge with others whilst providing access to professional learning leading to improvement in teaching practice. Technology is provided to enhance students' learning. Student achievements are recognised and celebrated. High priority is given to religious identity and core Catholic Principles and Values are explicitly taught in this school.

### **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.

Through the consolidation of the Collaborative Inquiry Initiative, staff continued to embed Lyn Sharratt's 14 Parameters throughout their practice. The sustained focus on quality pedagogy and the Gradual Release of Responsibility in the 120-minute Literacy Block was continued. With a daily focus on literacy instruction, each stage was able to participate in a tightly structured approach to Literacy learning with demonstrated student improvement. The consistent whole-school approach to particular Writing approaches and strategies resulted in growth in overall achievement in the National Assessment Program Literacy and Numeracy (NAPLAN) in Writing in Years 3 and 5.

Collaborative practices were further embedded in the Professional Learning Team meetings with teachers collecting and analysing data and using the whole school data wall to discern student learning needs. Analysis of data sets such as NAPLAN and PAT tests, as well as formative and summative assessment, was crucial in the development of our understanding of student needs. From this analysis, teachers collaboratively developed and consistently monitored effective learning and teaching programs and assessments, in order to improve student learning.

Teacher capacity was improved by engaging in professional learning at school staff meetings and at external professional learning opportunities. This learning was targeted to meet the contemporary learning needs of teachers and students in order to implement the non-negotiables of a Catholic Professional Learning Community.

Students in Years 3 and 5 participated in NAPLAN using the online platform. Of the 68 students that participated, 31 were in Year 3 and 37 were in Year 5. Teachers ensured that all students who participated possessed the requisite ICT skills and processes in order to effectively access the online testing platform. Teachers analysed the NAPLAN data through SCOUT, resulting in professional discussion and learning and targeted goal setting.

Catholic Core Principles and Values are embedded throughout all KLAs in a meaningful and purposeful manner.

Students had access to a wide range of opportunities in the area of STEAM, with a focus on improving student capacity in the use of technology and STEAM for continued learning. Students



have access to a variety of ICT equipment including 'sphero' robots, dot and dash robots, virtual reality goggles and an individual Chromebook for each student in Stages 1, 2 and 3. Early Stage 1 students use iPads and Chromebooks in the classroom.

Creative Arts opportunities were provided including the involvement of students in the school choir, which performed at external events. Students represented the school in the Brain Olympia competition with success.

Our nation's diversity was celebrated in NAIDOC week activities.

Children experienced and were given the opportunity to participate in a variety of sporting activities from Kindergarten to Year 6 as part of their PD/H/PE lessons. Extra skill development was provided by visiting Sports Development Officers and rotational sport was offered including golf, bowls and tennis. School carnivals were held for swimming, cross country and athletics. If successful in school competitions, the opportunity existed for students in Years 3 to 6 to progress to higher levels of competition, including diocesan, state and national competitions.

## **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, 31 students presented for the tests while in Year 5 there were 37 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.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

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.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.



| Year 3 NAPLAN Results in Literacy and Numeracy |       |        |       |        |       |        |       |        |       |        |       |        |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 1 to 6         |       |        |       |        |       |        |       |        |       |        |       |        |
| BAND   | 6     |        | 5     |        | 4     |        | 3     |        | 2     |        | 1     |        |
|  | State | School | State | School | State | School | State | School | State | School | State | School |
| <b>Reading</b>                                 | 16.5  | 25.8   | 26.2  | 16.1   | 18.5  | 29.0   | 15.5  | 9.7    | 6.7   | 3.2    | 1.8   | 3.2    |
| <b>Writing</b>                                 | 15.1  | 16.1   | 38.7  | 48.4   | 28.7  | 29.0   | 12.1  | 3.2    | 3.8   | 3.2    | 0.8   | 0.0    |
| <b>Spelling</b>                                | 24.3  | 9.7    | 26.3  | 12.9   | 17.0  | 22.6   | 6.1   | 35.5   | 3.1   | 0.0    | 0.9   | 6.5    |
| <b>Grammar and Punctuation</b>                 | 4.1   | 22.6   | 10.9  | 19.4   | 18.7  | 22.6   | 12.0  | 6.5    | 6.3   | 3.2    | 2.4   | 3.2    |
| <b>Numeracy</b>                                | 12.8  | 9.7    | 24.3  | 22.6   | 29.4  | 32.3   | 19.8  | 22.6   | 6.7   | 9.7    | 2.6   | 0.0    |

| Year 5 NAPLAN Results in Literacy and Numeracy |       |        |       |        |       |        |       |        |       |        |       |        |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 3 to 8         |       |        |       |        |       |        |       |        |       |        |       |        |
| BAND   | 8     |        | 7     |        | 6     |        | 5     |        | 4     |        | 3     |        |
|  | State | School | State | School | State | School | State | School | State | School | State | School |
| <b>Reading</b>                                 | 10.5  | 13.5   | 27.4  | 24.3   | 32.6  | 43.2   | 16.0  | 8.1    | 8.5   | 8.1    | 2.3   | 0.0    |
| <b>Writing</b>                                 | 3.5   | 0.0    | 10.9  | 5.4    | 30.8  | 37.8   | 36.7  | 45.9   | 11.6  | 8.1    | 6.5   | 2.7    |
| <b>Spelling</b>                                | 7.9   | 5.8    | 21.6  | 25.0   | 30.4  | 33.3   | 24.7  | 25.0   | 9.1   | 5.6    | 3.0   | 2.8    |
| <b>Grammar and Punctuation</b>                 | 8.4   | 5.6    | 17.5  | 13.9   | 27.5  | 30.6   | 24.9  | 36.1   | 11.9  | 5.6    | 3.7   | 0.0    |
| <b>Numeracy</b>                                | 4.0   | 5.6    | 13.0  | 8.3    | 37.8  | 41.7   | 30.4  | 33.3   | 10.0  | 8.3    | 2.1   | 2.8    |



### 3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2019 were:

| Staff Professional Learning Activity             | Date       | Presenter   |
|--|------------|---|
| Staff Meetings Focusing on Student Learning      | null       | Members of School Leadership Team and CSO Presenters      |
| Professional Learning Teams                      | null       | Leader of Pedagogy and School Leadership Team             |
| WSSPDD Introduction to Big Write and VCOP        | 29/01/2019 | Catholic Schools Office                                   |
| WSSPDD Compass Implementation                    | 29/07/2019 | Natalie Gurr  |
| VCOP and Criterion Scale (2.5 Hours)             | 23/09/2019 | CSO - Kerrie Priddis                                      |
| Mathematics (2.5 Hours)                          | 11/11/2019 | CSO - Tracey Hughes- Butters                              |
| PDHPE Scope and Sequence Development (2.5 Hours) | 24/10/2019 | School Staff - James Trebbin, Cath Adams, Frances Parsons |
| Anaphylaxis (2.5 Hours)                          | 24/10/2019 | NSW Health - Rasheda Dunn                                 |
| WSSPDD CSO System Wellbeing Conference           | 11/06/2019 | Catholic Schools Office - Various                         |
| WSSPDD CSO System Wellbeing Conference           | 12/06/2019 | Catholic Schools Office - Various                         |

### 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 <http://stjosephsgleninnes.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.



## 4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <http://stjosephsgleninnes.catholic.edu.au> or at the administration office.*

## 4.3 Student Discipline Policy

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

*No changes were made to the 'Student Discipline Policy' this year.*

*The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <http://stjosephsgleninnes.catholic.edu.au> or at the administration office.*

## 4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

*No changes were made to the 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <http://stjosephsgleninnes.catholic.edu.au>, the administration office or on the CSO website.*

## 4.5 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 <http://stjosephsgleninnes.catholic.edu.au> 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 Schools Consultant.

| Key improvements achieved this year  | Key Improvements for 2020  |
|--|--|
| <p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>• The explicit teaching of the Core Catholic Principles and Values were deeply embedded in all Key Learning Areas. Students, parents and the School Advisory Council engaged with the Core Catholic Principles and Values.</li> <li>• The school continued to focus on improving student faith and learning outcomes through consolidation of teacher capacity to engage with RE data and focus on uninterrupted, sustained teaching of RE and introduced the process of backwards mapping for curriculum development.</li> <li>• Familiarised staff with the Faith Formation Framework as the key document used to broaden opportunities for staff, students and parents in order to deepen their faith journey.</li> </ul> | <p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>• Begin to implement the CSO Pastoral Care and Wellbeing Framework.</li> <li>• Continue the analysis of the K-6 RE Syllabus with staff.</li> <li>• Continue to model and implement the process of backwards mapping for the RE program.</li> <li>• Implement the new Year 6 RE Test platform.</li> <li>• Continue staff analysis and implementation of current CPV connects across all KLAs.</li> <li>• Continue to embed the Catholic Principles and Values.</li> <li>• Identify opportunities for increased collaboration between the CSO, the school and the Parish.</li> </ul> |



| Key improvements achieved this year   | Key Improvements for 2020   |
|---|---|
| <p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• A literacy block was embedded 4 days a week (120 mins) across the school. Continued improvement of the gradual release of responsibility, focusing on improved use of VCOP and Big Write. Continual refinement following reflection by teachers occurred throughout the year.</li> <li>• Data walls showing PM, Fontas &amp; Pinell and Lexile levels were established, refined and updated each term by teachers. Staff continued to engage with data in order to put individual faces on the data. Data was collected through Mathspace interaction. Analysis of PAT data occurred.</li> <li>• Teachers selected students for case management.</li> <li>• Many staff taught collaboratively in professional learning teams and collaborative learning spaces to embed the non-negotiables and improve student achievement.</li> <li>• Professional learning took place in staff meetings covering learning intentions, success criteria, case management, modelling gradual release of responsibility, feedback curriculum development and cognitive verbs.</li> <li>• Teachers developed Professional Learning Plans to enhance pedagogy in line with school improvement plans.</li> <li>• Teachers met with the Principal or Assistant Principal to discuss and reflect on PLPs.</li> </ul> | <p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• The existing literacy block to be embedded 5 days a week (120 mins) across the school.</li> <li>• Staff collaboration on implementing the Big Write learning plan and associated agreed practice and marking according to CSO criterion scales.</li> <li>• Teachers to continue embedded use of VCOP strategy in the Literacy block.</li> <li>• Provide Professional Learning to develop teacher capability in using the "5 High Impact Instructional Approaches" when providing instruction, specifically in Literacy and Mathematics.</li> <li>• The creation of agreed practices for Mathematics lessons modelled on the Great Maths lesson.</li> <li>• Implement co-teaching of Literacy and Mathematics in all stage levels.</li> <li>• Provide Professional Learning in Case Management meetings and create timetabled opportunities for Case Management meetings.</li> </ul> |



| Key improvements achieved this year   | Key Improvements for 2020  |
|---|--|
| <p><b>Lead Learning</b></p> <ul style="list-style-type: none"> <li>• Leadership Team members worked with Lead Teacher Standards and PLPs were developed in line with Lead Teacher standards to improve capacity and skills. Professional Learning Teams operated and met fortnightly.</li> <li>• Learning walks and talks were timetabled and occurred regularly.</li> <li>• Observations and comments were recorded. Learning intentions and Success Criteria in all KLAs were evident in teaching programmes and classrooms.</li> <li>• Whole School Agreed Practice for a Mathematics Block was researched.</li> <li>• The continuation of the Leader of Pedagogy (LOP) role assisted in the instructional leadership of the school.</li> <li>• Instructional Coaching was a focus within the school. Leader of Learning (LOL) and LOP consulted regularly.</li> <li>• Programs were checked by LOL and feedback was given on the implementation of new Science and PDHPE syllabus documents.</li> <li>• Staff attended the ONCE project professional development rolled out by the co-ordinator and Leadership Team.</li> </ul> | <p><b>Lead Learning</b></p> <ul style="list-style-type: none"> <li>• LOP to observe teachers displaying best practice in Literacy block and also to release teachers to observe colleagues.</li> <li>• Embed regular teacher coaching to support educators to further enhance their teaching practices.</li> <li>• Development of the capacity and capability of embedding differentiation to comply with NCCD legislation in all KLA teaching programs.</li> <li>• Whole School Agreed Practice for a Mathematics Block will be implemented.</li> <li>• Leader of Learning to oversee compliance and best practice programming requirements.</li> </ul> |
| <p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• All teachers interacted with the AITSL Australian Professional Standards for teachers through PLPs and when registering their professional learning with NESAs.</li> <li>• Staff continually used data (as previously outlined in Improve Learning) to identify with and respond to student and teacher learning needs.</li> <li>• Professional Learning Teams were encouraged to collaborate and support each other.</li> <li>• Teams were provided with time to plan collectively.</li> <li>• The school continued to engage and offer the services of Centacare to support students, staff and families.</li> </ul>  | <p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• Organise innovative Professional Learning and wellbeing sessions to support staff.</li> <li>• Promote and encourage the counselling services provided to the school by Centacare.</li> <li>• Enhance school access for parents to wellbeing information for example: SchoolTV.</li> <li>• Continue to nurture and support Early Stage Career teachers.</li> </ul>  |





| Key improvements achieved this year   | Key Improvements for 2020  |
|---|--|
| <p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Focus was placed on improving student capacity in the use of technology and STEAM.</li> <li>• Students accessed a variety of ICT equipment including spherobots, dot and dash robots, virtual reality goggles and an individual Chromebook for each student in Stages 1, 2 and 3.</li> <li>• An effective online communication platform and strategy was implemented between staff and parents with the implementation of Compass.</li> </ul> | <p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Continue to maintain a current and relevant school website.</li> <li>• Continue to implement and enhance communication between the school and the wider community.</li> <li>• Finalisation of the implementation of Compass.</li> <li>• Develop a plan for creating collaborative spaces.</li> </ul> |

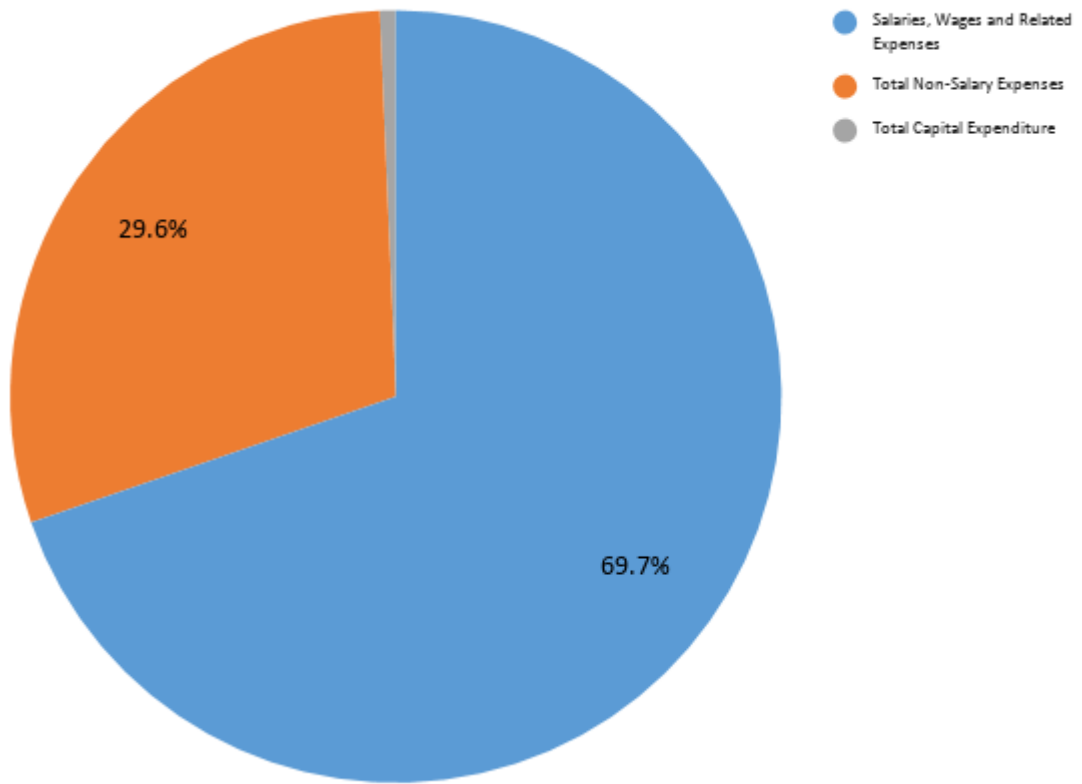
## 6.0 Financial Information

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 2019 is presented below:



2019 Expenditure - St Joseph's Primary School, Glen Innes



2019 Expenditure - St Joseph's Primary School, Glen Innes

