

# Annual School Report 2020 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 2021 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.

The year 2020 has been a year like no other. Coming off the back of severe drought, the school very quickly entered the world of COVID-19 with associated lockdowns and restrictions. Despite this, the school was able to participate in many activities. The staff, students and parents can be justifiably proud of the learning which occurred during this year and the resilience shown by students and staff. Zoom lessons, Google Classroom and other IT apps became the norm in student learning. Collaboration was paramount and parent support was essential. The return to face-to-face teaching saw the children achieve well, with benchmarks being met. End of year events looked different to previous years but occurred in new ways and were enjoyed by students.

Throughout all this change, St Joseph's Primary School, Glen Innes continues to strive to be a Catholic Professional Learning Community (CPLC) while maintaining the engagement in the Diocesan Collaborative Inquiry Initiative, which focuses on embedding the non-negotiables of a CPLC. 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, as well as an orientation towards data-informed, evidence-based results, drives teacher practice whilst maintaining a focus on the continuous improvement of students' results.

All learners engage in experiences that 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, ensures 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.

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. The celebration of liturgy continued in ways different to that of previous years due to COVID-19 restrictions, however, children still engaged in liturgy and prayer. Catholic Principles and Values underpin all that occurs at St Joseph's. Prayer is a central part of the 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. We pride ourselves on being family-focused and provide many opportunities for parents, carers and volunteers to be involved in the school community. The school is fortunate to have dedicated, passionate and hardworking parents who contribute to the wellbeing of the whole school. Unfortunately, visitor guidelines and restrictions implemented to ensure a COVID Safe School resulted in limited parental involvement in the school. I would like to thank the parents for their support and understanding of this throughout the year.

Maria Mowle  
Principal

### **1.2 A Parent Message**



This is my final report as Chairperson of the SAC and I wish to congratulate the staff, students and families of St Joseph's for showing care and courage whilst creating opportunities in difficult circumstances for engaged, successful learning during the year of COVID-19. The staff showed versatility and skilfulness in providing students with the opportunity to continue learning and achieve positive outcomes. Each student, who required one, was given a school provided device to enable learning from home. Thank you to all the parents, guardians and grandparents who provided supervision and care for the students under difficult circumstances. Thank you to all the students for doing St Joseph's proud, by having a go and showing how clever and adaptable they were.

The sporting year started with a splash; the swimming carnival winning house was Fitzroy with fierce competition by Penola and MacKillop. From this event, 12 students were selected to swim at the diocesan level. St Joseph's had reduced involvement with sport throughout the year but still held a cross country run within the school grounds, as well as attending a very hot, but enjoyable and successful, Gala Day in Tamworth.

The library had a virtual visit by the author Tim Harris and a virtual book fair supported by the Reader's Companion in Armidale. Class awards and assemblies still went ahead, even though parents and friends were not able to attend. Big Write was a big hit as part of the School Improvement Plan, as was the Premier's Reading Challenge.

The P & F involved themselves with an Easter colouring competition and a Pie Drive, with additional fundraising and community events curtailed by lockdown restrictions.

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 136 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 liturgical life of the school is very closely connected to the parish celebrations of the Liturgical Year and significant feast days. Many opportunities were planned 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, however, in 2020 this was severely disrupted by the COVID-19 pandemic and subsequent restrictions.

Prior to the COVID-19 restrictions, the whole school joined the parish community for Mass to celebrate the opening of the school year, Ash Wednesday and St. Patrick's Day. A prayer liturgy was held at school to celebrate St. Joseph's Day. During the COVID-19 restrictions in Terms 2 and 3, the school held prayer services via Zoom or simultaneous prayer in all classrooms to liturgically mark ANZAC Day, NAIDOC Week, St. Mary of the Cross (MacKillop), Assumption of the Blessed Virgin Mary and Remembrance Day. In Term 4, with the easing of restrictions, stage or whole school



masses were celebrated and held either in the parish church or in the school hall. The sacrament of reconciliation was also made during this term to all students who were eligible to receive this sacrament.

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. All staff meetings, P and F Meetings, School Advisory Council meetings and student school assemblies began with prayer. Students pray prayers from the Catholic tradition throughout the day including the Morning Offering, Grace before meals, Glory Be and the Our Father. The school community has also prayed for families during Diocesan Marriage and Family Week and a decade of the Rosary each day in October. A simultaneous whole school prayer service was held for Catholic Missions in October. Despite COVID-19 restrictions, preparation for and celebration of the sacraments of first Eucharist and confirmation occurred during Term 3 and the sacrament of first reconciliation was celebrated in Term 4. Sacramental preparation was through a parish-based programme coordinated through the school. Families of eligible students enrolled their child and prepared their child at home, supported in school through class religious education lessons.

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

Social Justice is central to the life of the school, 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. Despite the disruption of COVID-19, the student body was still able to respond to the call to social justice through various fundraising collections including Project Compassion (Caritas) during Lent and the Catholic Missions Appeal for Cambodia in October. This appeal was led by the SRC with the Mini-Vinnies group assisting with the organisation of the 'Odd Sock and Socktober Soccer Shootout Day'. Students in Stage 2 wrote letters of support to a small school in the diocese that suffered a tragic fire in their town and the Mini-Vinnies group held a fundraiser for the school community. The Mini-Vinnies group were also involved in acts of service and outreach including assisting younger students with games to include all children, homework and reading club and holding a fundraiser to support the Vinnies Christmas Appeal.

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. Three staff members are part of the Parish Pastoral Council, with one staff member currently being the chairperson. Regular meetings were disrupted in 2020 due to COVID-19.

Unfortunately, the COVID-19 pandemic and subsequent restrictions severely disrupted the schedule of family masses and morning teas to be hosted by the school throughout the year and the presentation of Children's Liturgy on the 4th Sunday of the month, which is assisted by school staff in coordinating, preparing and printing the necessary resources. The school assisted with the coordination of the parish based sacramental programme for first Eucharist, confirmation and first reconciliation. Due to COVID-19, numerous first Eucharist and confirmation liturgies were held in small groups and were attended and supported by the school leadership team. School staff and students assisted the parish community with preparations for Christmas.

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 30)</b>	
Year 6	23



## 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 2020	TOTAL 2019
<b>Male</b>	10	11	9	7	20	10	14	81	90
<b>Female</b>	17	18	6	18	14	16	21	110	108
<b>Totals</b>	27	29	15	25	34	26	35	191	198

## 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, school 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 2020 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>	95.0%	93.0%	91.0%	94.0%	90.0%	91.0%	91.0%	92.1%

### 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.	13
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.	13
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 within the COVID-19 restrictions.



- The school contributed to the Glen Innes community through participation in the Remembrance Day prayer at school, World Day of Prayer (virtually) and the Red Cross Christmas tree display. The school held fundraisers with the proceeds going to social justice appeals including Catholic Missions, 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.
- Initially 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 began the implementation of the 'Living Well Learning Well' Student Support Framework, emphasising value and respect for others and respecting and valuing oneself, while taking responsibility for self and 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. These values are 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 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 satisfied with the education their child/ren received at the school and would recommend this school to others.

Parents were also 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 and rated these areas highly. 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. Catholic religious identity is seen as a school priority and staff, students, and parents were involved in the religious life of the school, with parents believing there is a strong partnership between the parish and school.

On the whole, volunteers are made to feel welcome and valued and the school encouraged volunteers to work with students and teachers prior to the COVID-19 situation. 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. They felt accepted by other students at the school. 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 stated that they regularly use technology at the school.

Students believe that they are encouraged to care for others and be a good community members. They see that their successes and achievements are celebrated. Students strongly agree that they would recommend this school to others.

### **Staff Satisfaction**

Many areas were surveyed and results were very highly rated. The survey feedback showed the 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 resources which help them to do their job.

Staff believe they have the opportunity to have input into decisions affecting their work. They strongly agree that school leaders know staff members as a 'person' and support their well being, encourage professional learning, professional conversations and improvement in practice. The school promotes targets for student learning and uses assessment to inform learning and teaching in an explicit way across the school.

There is an explicit school-wide emphasis both on school improvement, and on differentiating learning within each classroom. The use of data to improve student learning is a strong and consistent feature of practice across the school. The school's improvement agenda is clearly expressed and referred to often, with clear expectations concerning the use of effective teaching strategies communicated throughout the school. Opportunity is provided to share skills and knowledge with others. The staff are provided with access to professional learning and conversations occur which lead to an improvement in teaching practice and the ability to perform their role well. Staff meetings are viewed as productive. The staff cite that they have opportunities to enhance students' learning through the use of technology.

Student achievements are recognised and celebrated. The staff believe that a high priority is given to religious identity and core Catholic Principles and Values are explicitly taught in this school. Staff identify that staff, students and parents are actively involved in the religious life of the school and staff believe that the school helps them to be more involved in prayer. Staff believe that there is a strong partnership between the parish and this school. Staff value parent-teacher conferences, citing them as being helpful. The Pastoral Care policy and behaviour management processes are known and followed consistently, with the view that behaviour incidents are managed well.

## **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.



The continued implementation of the Diocesan Collaborative Inquiry Initiative, including the initiatives from the books 'Putting Faces on the Data' and 'Clarity' by Lyn Sharratt and the 14 Parameters, was evident during 2020. Teachers continued their refinement of the agreed whole school practice of an uninterrupted two hour literacy block, using the Gradual Release of Responsibility method. Learning walks and talks and teacher observations provided feedback, with collaborative collegial discussions aiming to improve practice and create quality teaching.

The use of flexible learning spaces was further consolidated to support the co-teaching initiative. Whole school Professional Learning was delivered on these aspects of pedagogy and the journey to full implementation of co-teaching began in both Stage 1 and Stage 2. Then, due to COVID-19 this was modified until 2021.

A substantial amount of professional learning was NESA accredited and logged as a whole school initiative to provide quality learning opportunities. Although, due to COVID-19, this was interrupted and some areas were reorganised so that 'just in time learning' could occur in the areas of technology, including Zoom and Google Classroom, to ensure continued learning for students via an online platform.

Whilst COVID-19 resulted in the cancellation of a number of events in the school calendar, it did provide many worthwhile opportunities to staff, students and parents. The immediate response to the needs of remote learning was professional and passionate. All students had access to a digital device for learning, with many provided by the school. Students and parents engaged with teachers, through initially unfamiliar online learning platforms, to provide the best learning experience for all students. Children were taught English, Mathematics and Religion remotely for the duration of Term 2. Systems were put in place to facilitate the best teaching from a remote location. Staff and students engaged positively and effectively to emerge with very sound and encouraging results and feedback. Staff utilised a number of different software applications to engage with students and families in order to ensure that all students were accessing effective learning in the new 'normal'. Zoom, Screencastify, PM eCollection, Google Suite, Study Ladder, Reading Eggs and Literacy Pro, to name some, all enabled students to learn effectively. As part of its practice, the school constantly evaluates data to inform student learning. Therefore, it was part of this process that, upon their return from home learning, the students were assessed and results analysed to create data to use to assist with the formulation of learning needs. The learning that occurred during remote learning was pleasing and of a high quality.

Students and staff became proficient in the use of digital technologies to enable learning. Students were exposed to new and exciting ways in which to engage with teachers and staff to learn and connect. Much of what was adopted in the remote learning period became the new norm for using digital technology to learn.

The Framework for Strong Instructional Leaders with clear expectations for learning and pedagogy, which consolidated previous approaches, was launched and implementation began. The expectation of collaborative professionalism was highlighted, with teacher functions clearly outlined. Student voice was emphasised, as was a coherent instructional framework with effective learning cycles and the effective lesson cycle being strengthened. An ecological approach to supporting students was launched with the introduction of the Diocesan Living Well Learning Well Framework. Work commenced to further develop a culture where there is "a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of our school staff team to increase the learning, wellbeing and life-opportunity outcomes for children and young people" (Living Well Learning Well). These frameworks underpin the continued implementation of the non-negotiables of a Catholic Professional Learning Community. Core Catholic Principles and Values continued to be embedded throughout all KLAs in a meaningful and purposeful manner.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**



There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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 2020 were:

Staff Professional Learning Activity	Date	Presenter
WSSPDD Behaviour Management Case Management and Co-teaching	29/01/2020	Joan Shanahan, Kylie McAllister, James Trebbin
WSSPDD Child Protection and Code of Conduct, and Catholic Values and Principles	28/01/2020	Maria Mowle and Rickie Withers or CSO Presentation
Co-Teaching (4 Hrs)	null	Kylie McAllister
Data Analysis (9hrs)	null	Kylie McAllister
Inclusion and Differentiation (4hrs)	null	Kylie McAllister, Sharon Cooke, Pauline Gannon
Professional Learning in Religious Education Curriculum (3hrs)	null	Rickie Withers
Accountable Talk (2hrs)	null	Kylie McAllister
Consistency of Teacher Judgement (4hrs)	null	Kylie McAllister
First Aid	null	John Adams - First Aid Trainer
Numeracy (2.5hrs)	20/02/2020	Tracey Hughes-Butters
COVID-19 Evaluation of Student Achievement and forward planning (3.5hrs)	21/05/2020	Maria Mowle and Kylie McAllister
WSSPDD Religious Education Spirituality Day	20/07/2020	Anne Finlayson
Curriculum Development (3hrs)	null	Casey Chard, Kylie McAllister

### 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](#).

#### **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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> <li>● Continued analysis of the RE data and pedagogy and Syllabus.</li> <li>● Modeling and implementation of backward mapping for the RE program.</li> <li>● principles and values.</li> <li>● The collaboration between the CSO, parish, and school.</li> <li>● The school was successful in embedding the Literacy block as part of the Improved Learning expectations.</li> <li>● Staff collaborated to implement the Big Write practice and the criterion marking scale. They also embedded the use of VCOP strategies in the Literacy Block.</li> <li>● Professional learning occurred in Accountable Talk and co-teaching practices continued.</li> <li>● The school was successful in its application to be part of the Mathematics Improvement Strategy with a Mathematics Specialist Teacher (MaST ) joining the staff in 2021.</li> <li>● Case management for students occurred.</li> <li>● The Leader of Pedagogy (LOP) observed teachers displaying best practice in the Literacy block. Regular coaching by the LOP occurred to support educators to further enhance their teaching practices.</li> <li>● There was a substantial emphasis on the development of the capacity and capability of embedding differentiation to comply with NCCD legislation in all KLA teaching programs.</li> <li>● The Leader of Curriculum oversaw compliance and best practice programming requirements through the audit program checks.</li> </ul>	<p><b>Collaborative Professionalism</b> is exhibited in:</p> <ul style="list-style-type: none"> <li>● Building and maintaining strong teaching teams which exhibit the expectations of collaborative professionalism.</li> <li>● Leadership Team Development.</li> <li>● Mentoring of AP and LOP.</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>● To implement the CSO Living Well Learning Well project effectively and authentically whilst developing a more positive approach to teaching, learning, and school life that encompasses the whole community.</li> <li>● Establish a team to develop a whole-school approach towards Positive Behaviours support inline with the Living Well Learning Well document.</li> </ul> <p><b>Effective Pedagogical Practices</b></p> <ul style="list-style-type: none"> <li>● To implement effectively co-teaching across the school in all stages.</li> <li>● To implement effective student-led parent/teacher conferences.</li> <li>● To effectively implement MaST in Stage 1 and Stage 2.</li> </ul>



<ul style="list-style-type: none"> <li>• Wellbeing Professional Learning opportunities were provided to staff.</li> <li>• Compass communication portal with parents was successfully implemented.</li> </ul>	
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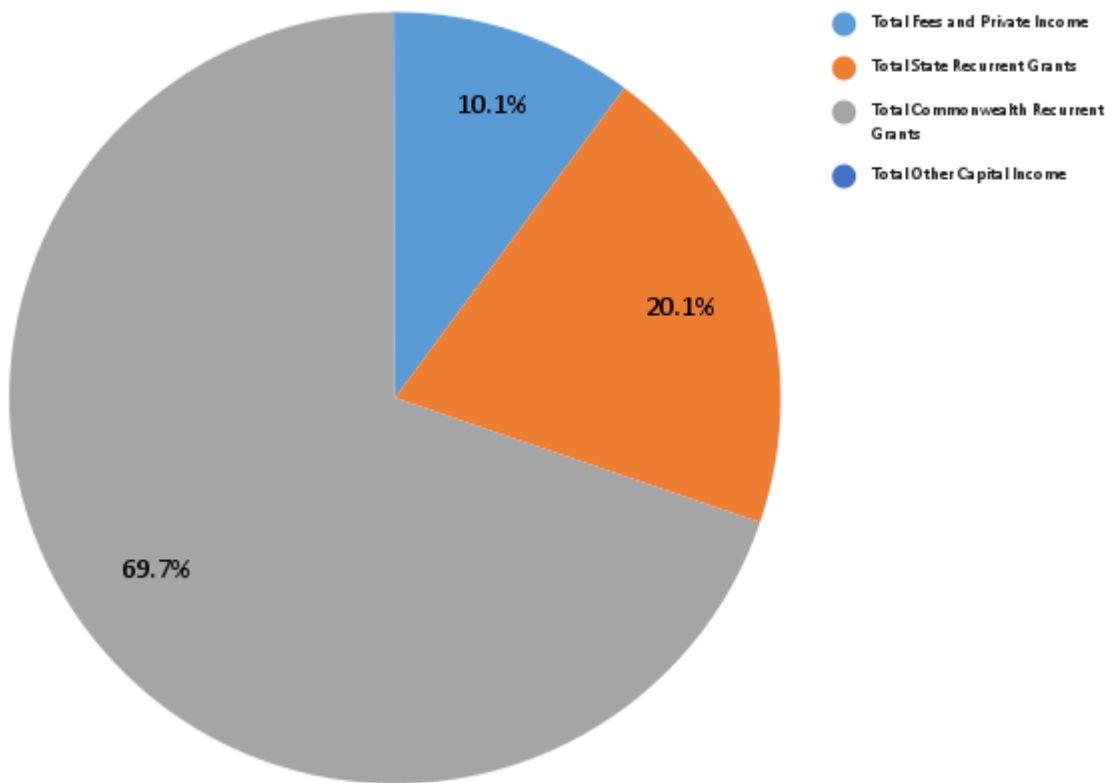
**6.0 Financial Information**

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 2020 is presented below:



2020 Income - St Joseph's Primary School, Glen Innes



2020 Expenditure - St Joseph's Primary School, Glen Innes

