

# Annual School Report 2021 School Year

St Joseph's Primary School, Glen Innes



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Principal  
Karen Jagers

## 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 2022 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.

Living, working and learning in 2021 was focused around the challenges of COVID-19. As a Catholic Professional Learning Community and working with a strong team approach; school staff, the parent/ carer body and students were strategically focused on collaboration, communication, strong continuous teaching and learning, faith development, resilience and wellbeing.

St Joseph's Primary School is well resourced with technology. The use of Google Classroom, various IT apps, a high level of staff and student digital expertise and parent/ carer support allowed for a swift and effective transition and adaptation to learning from home as COVID- 19 disrupted. The return to face-to-face on site school life saw students achieve well, with benchmarks being met.

COVID-19 restrictions were the biggest obstacle to embracing a large range of much anticipated parent/ carer engagement opportunities. Unfortunately, visitor guidelines and restrictions to ensure a COVID Safe School resulted in extremely limited on site involvement in the school. The parent/ carer community pro-actively embraced technology based student led parent/ teacher conferences. Like others, St Joseph's looks forward to opening its gates in 2022 to parents, carers, family, volunteers and the wider community.

St Joseph's Primary School, Glen Innes continues to strive to be a dynamic Catholic Professional Learning Community (CPLC) while maintaining 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 student results.

All learners engage in experiences that facilitate the achievement of 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. COVID-19 tutoring funding 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 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.



At the end of Term 2, St Joseph's bid farewell to Principal, Maria Mowle. The school acknowledges and thanks her for her leadership as Principal for 12 years. An experienced Acting Principal was appointed to St Joseph's for Semester 2, The appointment of a new Principal will occur in 2022.

Parents are the first and primary educators of their children, therefore, a collaborative, inclusive approach to the education of each student 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.

In this difficult year of 2021, I would like to acknowledge and thank the school staff who continuously remained strong, adapted and innovated to ensure teaching, learning, faith, wellbeing and administration remained our highest priorities. I thank the parents/ carers for their support and understanding and offer huge admiration to the students who adapted confidently and capably between learning environments.

Karen Jagers  
Principal

## **1.2 A Parent Message**

There is no parent message for 2021. Due to COVID-19 restrictions, a P&F could not be formed and parents had limited access to the school.

Sally Floyd  
P and F Member  
Parents and Friends

## **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/Ilparan, Wellingrove, Deepwater, Dundee, Emmaville, Glen Elgin, Red Range, Piinkett, Mount Mitchell, Glencoe, Ben Lamond and Furracad, from which the school families are drawn.

Last year the school celebrated 137 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.

St Joseph's Primary 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 also acknowledges and honours other important



occasions through liturgy and prayer. However, the impact of COVID-19 and associated restrictions meant that some planned faith opportunities for students, staff and parents were either unable to proceed or did so in an adjusted manner to comply with requirements.

Parish based sacramental programs for first reconciliation (Year 2), first holy Communion (Year 3) and confirmation (Year 6), supported by the school, are an annual feature of the school and parish calendar. The RE Scope and Sequence for learning is aligned to the Sacramental Program offered by the parish. In 2021, each of the sacramental programs proceeded with slight variations to organisational plans to meet COVID-19 protocols.

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. In 2021, in its regular operational capacity, these activities were placed on hold. Students in Years 5 and 6 participated in on site 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', 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 \$146.50 for the local chapter. The Lenten Project Compassion and Caritas Appeal raised a total of \$810. Activities for Catholic Children's Missions generated \$315.00

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.

| <b>Our School's average result (as a mark out of 30)</b> |    |
|--|----|
| Year 6   | 20 |

### 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 2021 | TOTAL 2020 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>   | 4      | 6      | 10     | 5      | 6      | 18     | 10     | 59         | 81         |
| <b>Female</b> | 19     | 18     | 17     | 7      | 17     | 10     | 15     | 103        | 110        |
| <b>Totals</b> | 23     | 24     | 27     | 12     | 23     | 28     | 25     | 162        | 191        |



## 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 college 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 2021 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%  | 92.0%  | 92.0%  | 89.0%  | 92.0%  | 89.0%  | 89.0%  | 90.7%     |

### 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.                 | 14                 |
| 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 given COVID-19 restrictions.
- 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 and Quota Citizenship Awards 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. The school celebrated NAIDOC Week and Reconciliation Week.
- The school continued the implementation of the Diocesan Living Well, Learning Well Student Support Framework, which incorporates a Restorative Justice approach emphasising value and respect for others and respecting and valuing oneself, while taking responsibility for self and others. School assemblies provide a whole school approach to reiterate and highlight the importance of values and respect.
- Students engaged with St Joseph's Responsible Digital User Agreement.
- 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 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 also 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, 88 completed the survey, representing a 66% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range.

### 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 76 eligible primary students, 53 completed the survey, representing a 70% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range.

### 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 23 staff surveyed, 23 completed the survey, representing 100% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range.

### **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 significant 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. St Joseph's School is well resourced with IT equipment. Opportunities to enter local, state and national competitions are available for students. The school celebrates Literacy and Numeracy Week and Science Week with various activities. In conjunction with the classroom/ subject teacher, 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 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. Additionally, students participated in the online delivery and study of a language other than English (LOTE), Mandarin, focusing on both language and culture. The implementation in Stage 1 and 2 of the MaST Project, based on high impact instruction and gradual release of responsibility provided a strong focus in Numeracy and Mathematics.

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, however in 2021 these sporting pathways were very restricted due to COVID-19.

#### **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, 12 students presented for the tests while in Year 5 there were 32 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>                                 | 21.5  | 16.7   | 22.0  | 33.3   | 19.1  | 33.3   | 12.8  | 8.3    | 7.8   | 0.0    | 2.6   | 8.3    |
| <b>Writing</b>                                 | 20.2  | 16.7   | 37.0  | 50.0   | 23.0  | 33.3   | 9.0   | 0.0    | 4.3   | 0.0    | 1.9   | 0.0    |
| <b>Spelling</b>                                | 23.1  | 8.3    | 23.4  | 58.3   | 20.2  | 25.0   | 13.0  | 0.0    | 6.5   | 0.0    | 4.6   | 8.3    |
| <b>Grammar and Punctuation</b>                 | 22.3  | 25.0   | 24.1  | 16.7   | 19.4  | 25.0   | 10.4  | 16.7   | 6.4   | 0.0    | 4.4   | 8.3    |
| <b>Numeracy</b>                                | 13.6  | 0.0    | 22.1  | 16.7   | 27.4  | 41.7   | 18.5  | 25.0   | 9.8   | 16.7   | 2.7   | 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>                                 | 15.5  | 18.8   | 24.7  | 31.3   | 27.2  | 28.1   | 18.3  | 12.5   | 7.5   | 9.4    | 3.3   | 0.0    |
| <b>Writing</b>                                 | 7.5   | 3.1    | 17.0  | 9.4    | 32.6  | 40.6   | 26.9  | 28.1   | 9.7   | 15.6   | 3.2   | 3.1    |
| <b>Spelling</b>                                | 15.1  | 6.5    | 27.5  | 32.3   | 24.4  | 22.6   | 17.2  | 19.4   | 8.2   | 6.5    | 3.8   | 9.7    |
| <b>Grammar and Punctuation</b>                 | 12.9  | 19.4   | 20.6  | 16.1   | 27.1  | 29.0   | 19.7  | 25.8   | 9.2   | 3.2    | 4.5   | 3.2    |
| <b>Numeracy</b>                                | 10.2  | 3.3    | 20.9  | 20.0   | 28.8  | 23.3   | 23.6  | 43.3   | 10.0  | 10.0   | 3.1   | 0.0    |



### 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 2021 were:

| Staff Professional Learning Activity                                 | Date       | Presenter   |
|--|------------|---|
| MaST Program Implementation  | 28/01/2021 | Tracey Hughes Butters (CSO Subject Matter Expert) |
| Living Well Learning Well Framework Implementation                   | 19/04/0021 | Geoff McManus (CSO Consultant)                    |
| Child Protection and WH&S Modules                                    | 27/01/0021 | Maria Mowle (Principal)                           |
| Aboriginal Education, Perspectives and Faith; Myall Creek Site Visit | 12/07/2021 | Kelvin Brown (Elder), Katie McMenimen (REC)       |
| PM Benchmarking: Developing a Consistent System-wide Approach        | 28/10/0021 | Cengage (Claire Ryan)                             |

### 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 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 2021  | Key Goals for 2022  |
|---|---|
| <ul style="list-style-type: none"> <li>• Implementation of the Armidale Diocesan Living Well Learning, Well Framework through professional learning opportunities and refinement in school/system processes concerning behaviour and wellbeing was actioned.</li> <li>• Implementation of the Armidale Diocesan MaST Mathematics Project in Stage 1 and Stage 2 was consistent and effective, supporting deeper mathematical knowledge, understanding and engagement for both students and staff.</li> <li>• Co-teaching stage teams commenced the process of strengthening their understanding and capacity of collaborative professionalism and teaching and learning.</li> <li>• Implementation of student led parent/ teacher conferences was successful in part, impeded by COVID -19 restrictions.</li> </ul> | <ul style="list-style-type: none"> <li>• Grow the culture of the Living Well, Learning Well Framework through consistent language and practice.</li> <li>• Build strong co-teaching teams that focus on the right people using the right data with agreed non-negotiable processes.</li> <li>• Implementation of the whole school agreed non-negotiable timetable and practice across a two hour literacy block.</li> </ul> |

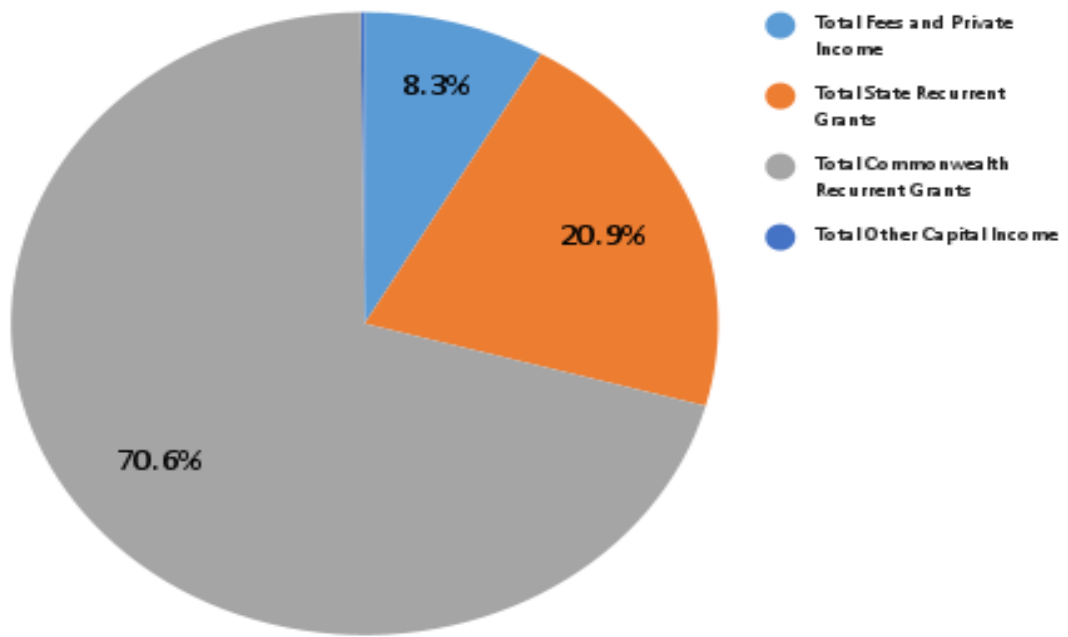
## 6.0 Financial Information

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 2021 is presented below:



### 2021 Income - St Joseph's Primary School, Glen Innes



### 2021 Expenditure - St Joseph's Primary School, Glen Innes

