

Annual School Report 2022 School Year

St Joseph's Primary School, Glen Innes



161A Church Street
Glen Innes NSW 2370

Phone 02 6732 1372

Web <http://stjosephsgleninnes.catholic.edu.au>

Principal
Geoffrey McManus

About this report

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

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

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

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

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2023 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.

During 2022, the strong team focus at St Joseph's was quite simple. As skilful helpful adults, we committed our collective expertise, experience and resources to work in strong teams to ensure that every child understands that the student support framework, Living Well, Learning Well, is meaningful, both in language and practice.

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

Stage-based allocation of teachers and support staff ensures high levels of adult density in every classroom (three adults every day for literacy and numeracy) that goes far beyond the old traditional notion of one teacher per class. This collaborative foundation reaped highly commendable outcomes. In perusing the summary table of 2022 NAPLAN results below, it is wonderful to celebrate the fact that every single student in Year 3 and Year 5 met the minimum national standard for Literacy and Numeracy, thereby 'future-proofing' themselves for success after primary school. We were extremely proud of these very capable young people in Years 3 and 5, as well as the strong team of skilful, helpful adults in leading a rigorous and highly successful academic program.

Year 3	Band 2 or below	Band 3 or 4	Band 5 or above
Reading	0%	22%	78%
Writing	0%	12%	88%
Numeracy	8%	56%	36%

Year 5	Band 4 or below	Band 5 or 6	Band 7 or above
Reading	5%	67%	28%
Writing	0%	67%	33%
Numeracy	5%	76%	19%

Further, we managed to achieve 87% of children at or above their age-appropriate PM Benchmark, with 89% of K-2 students at or above the benchmark for reading. Once again 'future-proofing' these children for success.



Similarly, as a proud Catholic school, one of the valued benchmarking tools is to measure collective capacity to teach the core catechetical knowledge to children across the seven years of study in primary school. Hence, every one of the 19 Catholic primary schools across the Diocese of Armidale assesses the catechetical knowledge of Year 6 students via a 30-question test conducted annually in Term 2. I am very pleased to report that not only did the Year 6 students achieve an average mark of 22.4, which is above the diocesan average of 21.2, they managed to better the school achievement of last year's Year 6 students by almost 3 marks. Once again an affirming reflection of the expert collaborative work being done between children and their teachers!

In the sporting arena, Open Rugby League players just missed out on moving to the next level after their regional finals game in Port Macquarie. The school should be especially proud of not only the way in which they played tough, smart and fast but also the way that they represented their families and the school in a positive and respectful manner. We have received nothing but positive feedback about their sportsmanship and competitive spirit. Against a school with an enrolment of over 1000 students and a team comprised purely of Year 6s to only beat us 16-6 in the final game of 3 rounds, bears strong testimony to great achievement and a valuable life experience. The Port Macquarie families commented to our parents that this game was the hardest challenge their team had had in years. Enormous thanks to Jackie Barratt, Shad Bailey, Mark Barratt, Andrew Hancock and all of the families that made an active contribution to this success.

In the cultural sphere, congratulations to the New England Sings Choir for an exceptional 2022 performance in Armidale. With close to 2000 people either present in the audience or on stage, to describe it as spectacular would be an understatement. Special mention to Shanny Core for expertly leading the choir through their lunchtime rehearsals, dress rehearsals and final performance across the previous 5 months. All the hard work and effort came to such positive fruition and I know I speak on behalf of all the staff and parents who attended in describing it as "INCREDIBLE"! Combined with being the only local school to sing at the opening ceremony of the 2022 Celtic Festival, St Joseph's Primary School, Glen Innes really shone in the cultural sphere in 2022!

The School Advisory Council (SAC) and P&F were re-convened this year after a two-year hiatus due to COVID-19. I offer public thanks to the outgoing SAC members for their dedication and service under difficult circumstances. I formally acknowledge the SAC Chair, Matt Pope, and the P&F President, Sal Floyd, for their generosity and willingness to take on the leadership of the respective community groups. Much fun and community spirit were generated at events such as the Mother's Day Morning Tea, Father's Day Breakfast and Trivia Night. The school is fortunate to have dedicated, passionate and hardworking parents who contribute to the wellbeing of the whole school. Combined with some great ideas and projects planned for 2023, community and parish engagement at St Joseph's Primary School, Glen Innes can only be enhanced.

The celebration of liturgy, the transmission of religious knowledge and the experience of the Catholic faith are central to St Joseph's. The celebration of the liturgy was reconstituted in the early days and months of the year so that children could still engage 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 4, St Joseph's bid farewell to Cheryl Muldoon, a long-term casual teacher at the school. We were fortunate to have such a skilful and experienced educator on call to support legitimate and unexpected staff absences. We wish her well for her well-earned retirement.

As my first year in this wonderful community, I would like to acknowledge and thank the school staff who have strongly advocated for and supported a collective focus on positive wellbeing and academic stretch. By choosing to 'buy in' to the language and practice of Living Well, Learning Well, the school's children have benefited from a team of skilful helpful adults. I thank the parents/ carers and children for their active support of a new Principal and new ideas at the school. With such a welcoming and enthusiastic spirit we will all continue to work together into 2023 to make a good school great!

Geoffrey McManus
Principal



1.2 A Parent Message

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

This year, we welcomed Geoff to the school as Principal and it is hard to put into words just how well Geoff has fitted into the role and the community. Geoff has a deep understanding of the value of a quality education and the need to instil a strong cultural and religious identity in the students. He built mutual respect and has delivered a wealth of expertise in teaching and learning whilst raising the standards of the school. We are extremely fortunate to have Geoff working alongside the P & F.

The P & F entered the year with a sense of excitement as we emerged from two years of lock downs and limited social and fundraising events. We kicked off with an extremely successful Pie Drive led by Melissa Key. It is a wonderful event which allows us to support a small community business and provide a great service in preparation for the colder months ahead. The primary focus for the year was to provide the community with opportunities to get together and reunite, whilst having fun. This goal was achieved with the major event for the year, Trivia Night, which was an outstanding success with plenty of laughs and great support from the broader community.

Father's Day BBQ Breakfast was introduced this year. This was a fantastic opportunity for many of the dads to be involved in the school, an opportunity often missed due to work commitments.

Two discos, held annually, are always a hit and 2022 was no exception with both events being well supported and generating funds to subsidise the Life Education van provided by the P & F. The van was supported by the canteen at the annual athletics carnival.

As always, these events would not be possible without the incredible volunteers who rise to the occasion without hesitation every time. The school community is incredibly blessed by the spirit of service which has helped us provide for the education and growth of children and the P&F is a great asset. It is a conduit for socialising, having fun and raising funds to better the school, as well as a support for the community. I strongly encourage all parents and friends to get involved. In closing, I'd like to thank the small but dedicated committee for their tremendous contributions and untiring energy. The commitment, support, professionalism, kindness and passion each of these people bring to the committee is invaluable.

Thank you for your continual support.

Sal Floyd
President
Parents & Friends Association

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 138 years of Catholic education.

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



2.2 Catholic Life and Religious Education

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

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

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

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

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

Social Justice is central to the life of the school. It is integrated throughout individual teaching units in the Religious Education curriculum and is closely connected to the school motto 'Act Justly, Love Tenderly, Walk Humbly', which is constantly reflected upon and presented to the students as a guide to their behaviour in living in relationship with each other and with God. The strong relationship the school maintains with the local Vinnies chapter is a significant parish link. In support of Vinnies, the Mini Vinnies group, through its engagement with the student and staff community, raised \$187 for the local chapter. The Lenten Project Compassion and Caritas Appeal raised a total of \$856. An approved fundraiser was conducted for a local ex-footballer and father, Nathan Stapleton, who suffered a crippling accident; \$356 was raised.

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

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

Our School's average result (as a mark out of 30)	
Year 6	22

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 2022	TOTAL 2021
Male	9	4	5	10	5	7	15	55	59



Female	13	17	15	17	9	15	8	94	103
Totals	22	21	20	27	14	22	23	149	162

2.4 Student Attendance

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

The average student attendance rate for the school during 2022 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	87.0%	87.0%	89.0%	88.0%	83.0%	89.0%	86.0%	87.0%

Managing Student non-attendance

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

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

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

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.



- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

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

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	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.
- The school contributed to the Glen Innes community through participation in the community ANZAC Day Dawn Service and March, a Remembrance Day prayer at school and the Red Cross Christmas tree display.
- The school responded to social justice needs and held fundraisers with the proceeds going to social justice appeals including Catholic Missions, St Vincent de Paul and Caritas.
- Awards for citizenship were presented at the Annual Presentation Assembly, including both the Rotary Citizenship Award and the school's awards promoting respect and responsibility.
- Implementation of Acknowledgement of Country and Welcome to Country actions form part of school assemblies and gatherings.



- An anti-bullying focus was emphasised through units of work which form part of the PDHPE curriculum, along with ongoing conversation and attention.
- Catholic Principles and Values were integrated into all Key Learning Areas. They are at the core of the school and underpin the school's policies and procedures. These values are embedded within and supported by the Living Well, Learning Well Student Support Framework.

2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

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

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

Of the 125 parents surveyed, 55 completed the survey, representing a 44% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.2

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 55 eligible primary students, 55 completed the survey, representing a 100% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.2



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 27 staff surveyed, 22 completed the survey, representing 81% completion rate. Overall, the averaged survey results rated the school in the agreed and strongly agreed range with an overall average of 2.3

3.0 Teaching and Learning

3.1 School Curriculum

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

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

St Joseph's Primary School recognises that schools have served society well, but new times demand new models of schooling. The school has commenced a journey, taking important steps to design, cultivate and grow learning environments which reflect the necessity for schools to respond to the needs of students in the 21st century. This change of practice to learning and teaching pedagogy is evidenced in the flexible and innovative learning spaces catering for stage based learning, with teachers working collaboratively to plan and teach, thereby responding to the learning needs and styles of students along with 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. The school is well resourced with IT equipment. Opportunities to enter local, state and national competitions are available for students. In conjunction with the classroom/ subject 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. 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.

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, 26 students presented for the tests while in Year 5 there were 21 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.

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
Reading	17.5	19.0	21.0	33.0	19.4	15.0	11.6	7.0	8.4	0.0	2.7	0.0
Writing	19.5	31.0	35.0	54.0	23.8	12.0	10.1	0.0	4.8	0.0	1.7	0.0
Spelling	17.9	20.0	23.0	40.0	19.7	32.0	13.0	8.0	6.9	0.0	6.0	0.0
Grammar and Punctuation	16.8	20.0	20.1	40.0	19.8	24.0	13.1	4.0	6.9	0.0	4.0	0.0
Numeracy	11.4	0.0	20.4	32.0	26.2	36.0	20.2	20.0	10.5	8.0	3.3	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
Reading	12.8	0.0	26.9	19.0	27.2	57.0	17.4	10.0	7.2	5.0	3.4	0.0
Writing	9.2	10.0	18.7	24.0	30.5	33.0	24.5	33.0	9.7	0.0	3.4	0.0
Spelling	14.1	5.0	25.0	48.0	26.8	24.0	18.0	10.0	8.0	14.0	2.9	0.0
Grammar and Punctuation	10.4	5.0	20.1	29.0	26.5	43.0	23.2	19.0	10.1	5.0	3.0	0.0
Numeracy	8.4	0.0	18.9	10.0	27.9	19.0	26.3	57.0	11.5	5.0	3.0	0.0

To set the context for NAPLAN success, it is important to remember that NAPLAN is not an achievement test. NAPLAN's main purpose is to give feedback to parents and teachers about how well the students are performing against the Australian literacy and numeracy standards. Ideally, a Year 3 student should be performing at a Band 2 level or above and a Year 5 student would aim to be performing at or above a Band 4. That said, when such a high proportion of St Joseph's students are measuring themselves so ably against the upper two Bands, it is worth shouting their success from the roof-tops! Similarly, and in perusing the attached summary table, it is wonderful to celebrate the fact that every single student in Year 3 and Year 5 met the minimum national standard for Literacy and Numeracy, thereby 'future-proofing' themselves for success after primary school. Well done to these very capable young people in Years 3 and 5, as well as the strong team of skilful, helpful adults in leading a rigorous and highly successful academic program.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Spelling Stars - Whole School Approach to Spelling	28/01/2022	Chris Kiely
2022 AIP, Child Protection and Compliance	27/01/2022	Geoff McManus



Collaborative Co-Teaching	31/01/2022	Gail Smith
Collaborative Co-Teaching - Stage Planning Day	01/02/2022	Gail Smith
SWD Adjustments - Twilight	11/05/2022	Kristy Curry
Allocating Grades Consistently - Twilight	24/05/2022	Denise McHugh
Staff Retreat - Full Day	18/07/2022	Rickie Withers

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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Growing the culture of Living Well Learning Well through language and practice • Built strong co-teaching teams that focus on the right people using the right data with agreed non-negotiable processes • Implementation of the whole school agreed non-negotiable timetable and practice across a two hour literacy block 	<ul style="list-style-type: none"> • Continue to grow the culture of Living Well, Learning Well through language and practice with a particular focus on Respect for Self, Others and Property • Take the next steps in improving reading levels through: <ul style="list-style-type: none"> • A tight focus on the pedagogy of Comprehension • Quality practice of modelled and Shared Reading • Quality practice of differentiated Guided Reading • Take the next steps in the MaST Project (Numeracy & Mathematics) through: <ul style="list-style-type: none"> • Fidelity of practice to the Great Maths Learning Sequence • A focus on quality differentiated practice with 'less talk' and more 'doing' • Triangulate data sets (NAPLAN, PAT-M, etc.) for fluid 'learning sprint' and 'extension' intervention groups

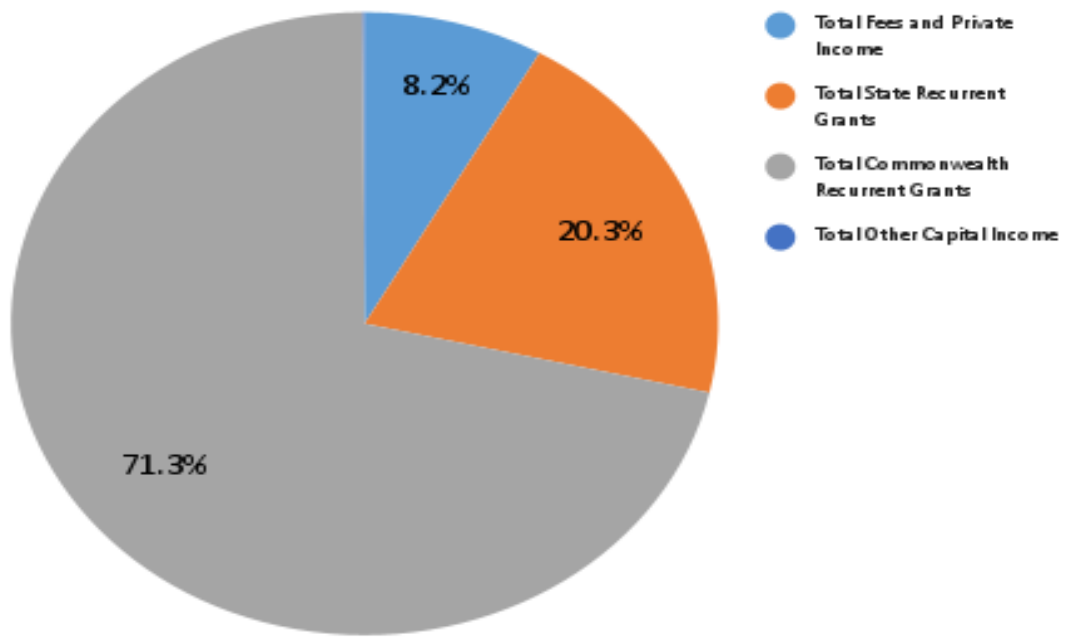
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Joseph's Primary School, Glen Innes



2022 Expenditure - St Joseph's Primary School, Glen Innes

