

Annual School Report

2019 School Year

St Joseph's Primary School, Tweed Heads



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About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore 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 to the Parish School Community* for this year provides the parish 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 parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2020 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 07 5536 2519 or by visiting the website at moodle.twdplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2019. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Participated in the Year 6 Religious Education Test. The test was held in the middle of June and is distributed over the Sydney, Newcastle, Armidale and Lismore Dioceses. Of the 33 children who sat the test, 4 students gained a High Distinction, 8 students received a Distinction, 16 a Credit and 5 students received a Pass. The test contains material that the children have learnt from Year 3 to Year 6.
- Competed in the Regional Public Speaking finals achieving first place in the Early Stage 1, Stage 2 and Stage 3 sections and 2nd in the Early Stage 1.
- Achieved pleasing NAPLAN results across both grades 3 and 5 with improved growth in Writing, Numeracy and Grammar and Punctuation.
- Some students applied to sit the ICAS Tests. In Mathematics, 1 student achieved a Distinction, 5 students achieved a Credit and 1 student achieved a Merit. In English, 2 students achieved a Distinction, 6 students achieved a Credit. In Science, 1 student achieved a Distinction, 1 student achieved a Credit and 2 students achieved a Merit.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2019 the school:

- Participated in the Murwillumbah Music Eisteddfod finishing 1st in both sections of the School Choir division.
- Took part in a number of community events including the ANZAC Day march, Vietnam Veteran's Day, Legacy.
- Once again won 1st prize in the Banora Point Garden Club school garden competition.
- Conducted a variety of community outreach programs at local, national and international levels.
- Indigenous students participated in The Deadly Choices Program Years 3-6.
- Participated in the Combined Tweed Catholic Schools Public Speaking Competition.
- Year 6 Leaders participated in the GRIP leadership workshop

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:



- A number of children represented the school at Zone, Diocesan and Polding levels in a variety of sports including, swimming, athletics, cross country, rugby union, touch football and rugby league.
- Students in Years 4-6 participated in a surf skills program which raised their awareness of surf safety and introduced them to a variety of surfing techniques. Students in K-3 participated in a pool based water awareness program.
- The Junior and Senior Rugby League teams participated in the O'Dwyer Shield at half time in the NRL match at CBUS Super Stadium.
- Students from K-6 participated in a whole school dance program which focused on developing specific dance skills and techniques.

There were many people who assisted in the school's quest for excellence. 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.

Tony Boyle
Principal

1.2 A Parent Message

The official parent body is made up of 10 parent representatives, the Principal, AP and one staff member. The Forum's role is to:

- Enhance the partnership between the school and families.
- Give parental advice and feedback on a range of issues to school leaders
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education and parent forums.

In 2019 the Forum met 8 times and discussed a range of issues. Prominent on the agenda for the group were issues such as:

- How to get parents to mix socially.
- How to better inform parents about their children's learning.
- To give parents the opportunity to contribute to the 2020 plenary.

In the blink of an eye, 2019 came and went, and what another successful year it was.

The School Forum members were a busy group of parents working behind the scenes to get these social and fundraising events happening.

This year the school held their annual movie night, Mothers' Day and Fathers' Day stalls and a local business sponsored BBQ.

Midway through the year we held a disco, which was a huge hoot and lots of fun was had by parents and children alike.

We then ended the year off with our Carols by Candlelight event and what a wonderful night it was, full of Christmas cheer, beautiful singing and a few funny dancing Elves!

Thank you to all those involved in making this year's events happen. Your time and effort were very much appreciated.

Melissa Everingham

Melissa Everingham
Parent representative
School Forum

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Tweed Heads and is part of the St Joseph's Parish which serves the communities of Tweed Heads, from which the school families are drawn.

Last year the school celebrated 102 years of Catholic education.

The parish priest Father Michael Brady is involved in the life of the school.

St Joseph's Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Support for and involvement in the Parish Sacramental Programs of Reconciliation, Confirmation, Eucharist.
- Participation in monthly Saturday evening Parish Family Masses.
- Whole school involvement in Parish weekday masses, Holy Days and Feast Days.
- Participation and celebration of significant liturgies such as Mothers' Day, Fathers' Day and Grandparents' Day.
- Contributions of stories and photos (of school activities and events) to the Parish Newsletter, 'The Beacon'.
- Mini Vinnies fundraisers to support families within our local and global communities.
- Attending Faith Retreats Years 4-6 (Accendere, Exuro and Incitare), Grade Retreat Days Years 3-5 and Wildfire Performance Years 5-6.
- MJR workshops with Peter Mitchell.
- Catholic School's Week celebrations and school activities.
- Involvement in the Parish Choir.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.



2.2 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2019	TOTAL 2018
Male	32	28	26	31	22	21	19	179	179
Female	23	22	26	23	27	24	16	161	162
Indigenous *	3	0	3	2	2	1	3	14	10
EALD *	0	0	0	0	0	0	0	0	16

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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

The average student attendance rate for the school during 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
92.9%	94.4%	93.6%	93.5%	92.9%	94.6%	94.3%	93.1%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 26 teacher(s) accredited with NESAs, 24 teacher(s) with recognised qualifications to teach Religious Education, 0 Indigenous staff and 12 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.7%. This figure is provided to the school by the CSO.

One staff member was on sick leave for Terms 1 -3 and returned to work one day a week for Term 4. Eight teachers took long service leave.

Four teachers were working on Flexible Working Agreements throughout the year.

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 value of respect lies at the heart of St Joseph's. Students, teachers, and parents are regularly reminded of the school's commitment to this and other school values by newsletter items, assembly messages, weekly announcements and by the nature of our interpersonal relationships.
- St Joseph's is a Positive Behaviour Support School (PBS), as part of this framework, we seek to support student behaviour through positive and proactive school systems and practices. Each fortnight we have a PBS Focus that children are introduced to during Monday Announcements and classroom discussions. Children are rewarded with 'Gotchas' when displaying expected behaviours. At the end of each Term, children are rewarded for the highest house points gained from 'Gotchas'.
- In 2019 the school employed a psychologist one day a week to support the wellbeing of our students. Small groups were run to assist students in self-awareness, self-regulation, friendship skills, social skills and communication skills. This, along with our supportive play areas, has seen a huge improvement in behaviour and social issues in and outside the classroom.
- The school once again undertook the Seasons for Growth Program conducting three age appropriate sessions.
- The Anti-Bullying Policy was implemented throughout the PBS system and was also a focus targeted during the National Anti-Bullying Week.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

The school seeks feedback and input at all School Forum meetings. School Forum meetings provided an opportunity to share the changes to the school's learning program and to learn more about the implications for improved student outcomes. Meetings entailed discussions about school based policies, capital expenditure and ongoing direction of the school. Items were listed as "agenda" items, these were openly discussed and feedback was readily sought from the parent community.

Throughout the year parent information sessions were held to support the home school partnership whereby information and procedures was shared with parents about various curriculum and strategies being used in the classroom.

Teachers were required to be accessible for parent consultation each afternoon.



Class student surveys are administered regularly from Kindergarten to Year 6. The focus for student feedback in 2019 was to ask students to comment on student wellbeing, school policies and pastoral care. As a result of these surveys class teachers were able to implement appropriate measures as required, be reaffirmed and importantly inform teaching and learning.

Through the Cycles of Improvement (COI) process, teachers were asked to set personal and professional goals. Working with a Support Person and the Principal, teachers were supported in developing and achieving these goals throughout the school year. Meetings with all teachers were scheduled which enabled staff to talk about their goals but also to share views and discuss general issues pertaining to the school.

As part of the Building Cultural Capacity program, all staff were in school-based Action Teams which focused on three key areas - Learning, Well Being and Faith. The actions of each team were collaboratively decided by the members, who provided regular feedback to all staff to ensure collective ownership and shared vision.

The digital portfolio Seesaw allowed teacher and parent communication and feedback. Parents were supported to give productive and effective feedback about their child's learning using this platform.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (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.

- **SCHOOL CURRICULUM:** St Joseph's is focused on the growth of every student, with curriculum programs that foster deep learning and support the development of critical and creative thinking. The school's Scope and Sequences provide a clear outline of the learning for the entire year and these are evaluated and modified on a regular basis. In 2019, both English and Mathematics Scope and Sequences were reviewed and refined to ensure appropriate and sequential learning. All teachers planned using the CSO Program Builder unit templates to ensure consistency from K-6. Programs were regularly reviewed in collaboration with teachers and leadership through Professional Learning Team (PLT) meetings and allocated planning days. Through this process, programs were reviewed and updated to ensure learning experiences were effective using evidence-based pedagogies that challenged and engaged learners in purposeful, differentiated tasks. In particular, effective strategies for crafting and editing writing and implementing the Mathematics Block phases of Rich Tasks and Reflections were targeted. The school continued to work on embedding whole school beliefs and practices in Writing and Mathematics in the classroom. Evidence about student learning was gathered using a broad range of strategies and used to give authentic feedback about student progress and inform future planning. In 2019, the school outlined consistent expectations and practices for gathering evidence of student learning using the digital portfolio See Saw and focused on effective feedback strategies.
- **TECHNOLOGY:** St Joseph's is a technology rich learning environment with digital devices in each classroom. In 2019, teachers were continually refining ways of utilising the technological tools the school provides in order to design authentic and engaging learning experiences. St Joseph's employed a Technology Coordinator to work with students and teachers to deepen their confidence when using technology in the classroom and to broaden teacher knowledge of the new NSW Science and Technology Syllabus, which was fully implemented in 2019.
- **LEARNING SUPPORT:**

St Joseph's prides itself on its ability to cater and support all students. In 2019, 54 students with identified disabilities were integrated into K - 6 mainstream classes. This year saw the introduction of 'The Nationally Consistent Collection of Data (NCCD)



process. This process enabled staff to better understand the needs of students and how they can best support these students in their classrooms. As part of the NCCD process, a team was set up to undertake the four phases of the NCCD process.

All teachers and teacher aides were regularly in-serviced and supported to provide adjustments and differentiation in their teaching to meet the needs of each individual student within their care. A full-time Additional Needs Teacher is employed to coordinate this 'inclusive' style of education for children.

To complement the Additional Needs Teacher, the school employed seven teacher aides trained in working with children with a disability. The school also provided added teacher support within targeted classes. Support in 2019 consisted of interventions and in-class support in the focus areas of Literacy and Numeracy allowing all students to access the curriculum.

- **ENRICHMENT:** The school's extra-curricular enrichment program was conducted one day a week. In 2019 there was a focus on extending effective writers from Kindergarten to Year 5 in Terms 1- 2. In Semester 2 the program focused on critical thinking and the students were exposed to solving problems using multi-intelligence strategies.
- **SPORT:** A number of children represented the school at Zone, Diocesan and Polding levels in a variety of sports including, Swimming, Athletics, Cross Country, Touch Football, AFL and Rugby League, with 2 boys and 1 girl achieving PSSA representative in their respective sports. The school also participated in the Sporting Schools Program which allowed children the opportunity to experience a wide variety of sports including Lawn Bowls, Ten Pin Bowling and Pilates. Both Junior and Senior Rugby League teams competed in the O'Dwyer shield at half time of a Titans NRL game at CBUS Stadium. Students in Years 4-6 participated in a Surf Skills program at Greenmount Beach, while students in Years K-3 participated in pool based water awareness programs.

The school continues to work towards developing 21st Century pedagogy, which underpins learning across the school. In 2019, teachers engaged in professional learning to further develop their understanding and implementation of several key pedagogical models:

Mathematics - The Mathematics Block involves the Warm Up, Rich Task and Reflection phases of learning to develop conceptual understanding of mathematics. Learning was sequenced so that students experienced the concrete, pictorial and abstract representations while solving and discussing rich mathematical tasks. The Mathematics Block was differentiated by planning enabling and extending prompts in order to cater for all learning needs.

English - The Gradual Release of Responsibility involves 4 phases of instruction and learning including modelled, guided, shared and independent learning experiences. The shift of responsibility for the work is gradually released from the teacher to being owned by the student. Students must experience all four phases of instruction for deep learning to occur. In 2019 St Joseph's utilised this model to improve writing outcomes across the school.

Religious Education - The Head, Heart and Hands model allows students to engage their head (cognitive), heart (affective) and hands (behavioural) as a way to respond to learning. This approach often flows beyond Religious Education and the classroom. In 2019, several classes participated in social justice or environmental issue initiatives through this pedagogical model.

ICT - In 2019, St Joseph's implemented a whole school ICT curriculum approach which enabled all students to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas. Coding was introduced from Kindergarten to Year 6 with specialist support from the school's Technology Coordinator. Students learned to make the most of the digital technologies available to them, adapting to new ways of doing things.

The parish primary school offers a strong co-curricular program which includes student participation in:



- Monthly Parish Grade/Family Masses on the 2nd Saturday night of each month.
- Youth Mass and Youth group on the last Sunday night of each month.
- Parish School Choir with Pastoral School Associate every fortnight.
- Parish facilitated Sacramental programs.
- Student participation in the school's Mini Vinnies Program where we promoted social justice on a local, national and international scale. Students were engaged in activities such as, Pyjama Day, St Vincent de Paul Winter Appeal, Can Day for the local homeless community, Christmas care packages for the local homeless community, recycling bottles for Assist-A-Student, Crazy Sock Day for Catholic Mission and Pancake Day for Caritas Australia. All activities focused on social justice and encouraged participation from all in our school community.
- Preparing and participating in Masses & Liturgies for various Church feast days, Church seasons and other significant events such as Mothers' Day, Fathers' Day and Grandparents' Day. The parish/school community were very involved and participated and celebrated with the students at all times.

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, 52 students presented for the tests while in Year 5 there were 47 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 workshops.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**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										
Reading	22.7	17.3	24.5	26.9	19.9	21.2	13.1	13.5	9.0	3.8	2.2	3.8
Writing	19.4	21.2	38.6	50.0	25.5	17.3	11.3	5.8	4.0	3.8	1.2	1.9
Spelling	23.2	23.1	24.8	32.7	20.2	21.2	14.3	11.5	6.6	3.8	4.6	1.9
Grammar and Punctuation	27.9	15.4	21.8	34.6	16.4	17.3	12.9	13.5	6.8	1.0	3.5	0.0
Numeracy	15.3	15.4	23.4	30.8	25.9	34.6	18.6	13.5	9.5	1.9	2.8	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										
Reading	15.0	8.5	22.8	17.0	28.2	40.4	18.4	19.1	9.1	2.1	3.8	6.4
Writing	5.6	0.0	13.4	12.8	32.2	21.3	31.9	44.7	10.9	12.8	4.4	8.5
Spelling	13.1	12.8	25.2	25.5	27.0	29.8	20.8	23.4	7.5	2.1	3.5	4.3
Grammar and Punctuation	13.9	8.5	22.0	8.5	21.5	25.5	20.1	34.0	10.9	10.6	5.7	6.4
Numeracy	10.5	0.0	19.3	15.2	28.5	41.3	25.3	34.8	11.0	6.5	2.7	0.0

As can be seen from the table the percentage of Year 3 and Year 5 students in the top three bands across both literacy and numeracy are pleasing compared to State figures. St Joseph's is extremely proud of several "off scale" band achievements in 2019.

Percentage of students in "off scale" Bands:

- Year 3 Reading - 11.5% Band 7, 1.9% Band 8
- Year 3 Spelling - 5.8% Band 7
- Year 3 Grammar and Punctuation - 11.5% Band 7, 3.8% Band 8
- Year 3 Numeracy - 1.9% Band 8, 1.9% Band 9



- Year 5 Reading - 6.4% Band 9
- Year 5 Spelling - 2.1% Band 9
- Year 5 Grammar and Punctuation - 2.1% Band 9, 4.3% Band 10
- Year 5 Numeracy - 2.2% Band 9

At St Joseph's, we appreciate NAPLAN as a reliable resource to highlight areas of growth and to look for areas that can be strengthened. A number of initiatives contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Numeracy.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2019 were:

Staff Professional Learning Activity	Date	Presenter
Closer Look At reading	12/04/2019	Sheena Cameron and Louise Dempsey
Mathematics Pedagogy	22/07/2019	Samantha Donghue
Proclaim	04/06/2019	CSO
Inquiry Programming	08/11/2019	Kate Salmon and Samantha Donoghue
PDHPE New Syllabus	27/09/2019	Aimee Kelly, Sarah Lino, Fiona Thompson and Samantha Donoghue

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
HR	3	CSO
Indigenous	1	CSO
Meditation	1	Helen Hunter
EMU	2	Jo Hall
Maths Rich Tasks	5	Peter Sullivan
English K - 6	7	CSO
Best Start	2	CSO
Reading	27	Sheena Dempsey & Louise Cameron
NCCD	3	CSO
IEW	1	CSO

Coaching Effective Feedback	3	Andrew Taylor at APT Learning
Programming	20	Kate Salmon
Maths Stage 1	5	CSO
English Stage 3	2	CSO
Pilgrimage	1	Helen Hunter
SAS Training	2	CSO
Mental Health	2	Early Intervention
Discipleship	2	CSO
IEU Training	1	Union
Maths Stage 2	5	CSO
English Stage 3	2	CSO
English Stage 1	5	CSO
Governance Training	1	CSO
ATSIL	2	Dept Of Education
BCC Training	7	CSO
Read Write Text	6	CSO
Proclaim	29	CSO
Maths Stage 3	2	CSO
English Early Stage 1	2	CSO
English Stage 2	3	CSO
Science	2	CSO
PBS	4	Shane Weeks
Catholic World View	6	Helen Day

The professional learning expenditure has been calculated at \$4085 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The [School Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on Positive Behaviour Strategies which focuses on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. The school Discipline Policy is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
Mission of Jesus Christ Focus: <ol style="list-style-type: none">1. Embedding the Catholic World View across all aspects of school life.2. Building a stronger faith connection between the parish and school families.	Mission of Jesus Christ Focus: For the Staff and students to develop their relationship with Jesus. <ul style="list-style-type: none">• Staff will attend Professional Development opportunities that break open the 'Worlds of the Text' and as a result, will help guide



<ul style="list-style-type: none"> • The school community through collaboration ensured the curriculum design model Head, Hearts and Hands was evident in the appropriate KLAs. • Staff identified the MJR focus for each fortnight and implemented it into the classroom / school community. • Explored and identified the current reality of where parents are in their relationship to the parish through focus groups and/or surveys. • Explored ways to involve parents in their personal faith development. • Participated in discussion groups centred around the submission for the 2020 plenary. 	<p>the students to understand scripture better.</p> <ul style="list-style-type: none"> • Engage the students in Scripture through creative play. • Students will learn to use Scripture in their prayer. • Students will experience encounters with Jesus through retreat opportunities. • Parents will be invited to share in their child's discipleship retreat.
<p>Learning and Teaching Focus:</p> <ol style="list-style-type: none"> 1. Built the capacity of the learning community to identify and explored ways of implementing effective feedback. <ul style="list-style-type: none"> • Reviewed current feedback practice to ascertain current reality and participated in Professional Development opportunities so that each PLT could clarify understanding of effective feedback. • Implemented formal and informal strategies for giving and receiving feedback. 2. Developed whole school agreed practices in Writing and implement effective writing strategies. <ul style="list-style-type: none"> • Staff reviewed and agreed to whole school editing processes in Writing. • Reviewed and implemented effective writing strategies to further develop informative, persuasive and imaginary texts. 3. Developed and implemented the full Mathematics Block across K-6. <ul style="list-style-type: none"> • Professional learning about the three phases of the Mathematics Block and how to plan and implement within the classroom. 	<p>Learning and Teaching Focus:</p> <p>Consistent Whole School Agreed Practices are implemented to improve student growth in Numeracy and Literacy.</p> <ul style="list-style-type: none"> • Revise and update Whole School Agreed Practices developed by staff. • Develop accountability measures to ensure consistency across English and Mathematics. • Explore ways to enhance student participation (voice, choice, influence and working together) in English and Mathematics. • Encourage more parental involvement through parental curriculum and pedagogy workshops.
<p>Pastoral Care Focus:</p> <p>Created an environment where all students feel safe and connected at St Joseph's.</p> <ul style="list-style-type: none"> • Examined the DOLSIS data in relation to student safety and surveyed students about their interpretation of 'safety'. • Reviewed policies and procedures of PBS and utilised the PBS data more effectively. • Through implementing a social skills group program, introducing the Buddy bench and having the school psychologist on the 	<p>Pastoral Care Focus:</p> <p>To provide an environment that promotes a culture of happy and healthy learners.</p> <p>Outcome: Whole school agreed values and practices supporting wellbeing.</p> <ul style="list-style-type: none"> • Discipline linked to PBS • Implementing interventions with consistency from staff - including Tier 2 and 3, reteach, implementing social skills groups,



<p>playground we have built student capacity to deal with playground issues.</p>	<ul style="list-style-type: none"> • Parent information - increased awareness and understanding of wellbeing procedures in our school
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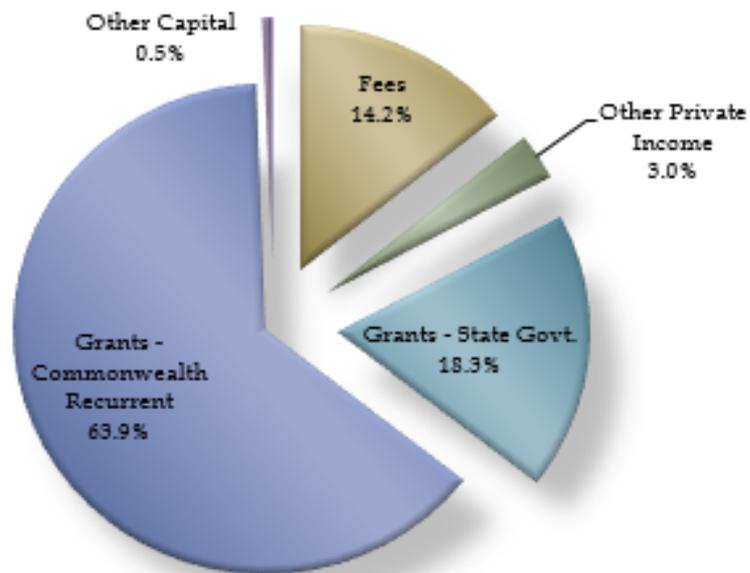
6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 INCOME - St Joseph's Primary School TWEED HEADS



2019 EXPENSE - St Joseph's Primary School TWEED HEADS

