

# Annual School Report

## 2021 School Year

St Joseph's Primary School, Tweed Heads



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Tweed Heads NSW 2485

Phone 07 5536 2519

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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 Diocese of 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 2022 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](http://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 2021. 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 2021 the school:

- Participated in the International Competitions and Assessments for Schools (ICAS) in the subject areas of Maths, Science, and English. A large portion of students who entered the assessments received pleasing results. Students from St Joseph's gained a total of 2 High Distinctions, 4 Distinctions, 13 Credits, and 7 Merits.
- Achieved Year 3 NAPLAN scores well above the state and Statistically Similar School Group (SSSG) average. A high portion of Year 3 students ranked at, or beyond, the highest possible achievement band. The following percentages are a breakdown of these exemplary achievements by subject area: 41% of students in the area of Grammar and Punctuation, 32% of students in Reading, 37% in Spelling, 24% in Numeracy, and 27.5% in Writing.
- Achieved pleasing Year 5 NAPLAN results. Some Year 5 students were placed at, or beyond, the highest possible achievement band. The following percentages are a breakdown of these high achievers by subject area: 8% of students in Reading, 8% in Spelling, 6.1% in Numeracy, 6% in Writing, and 4% of students in the area of Grammar and Punctuation.
- Immersed students in various digital technology platforms to enhance their learning. Students produced creative and engaging presentations to showcase their learning.

Due to COVID-19 restrictions, we utilised the following creative ways to showcase our students' achievements:

- Held weekly Zoom meetings with each class and presented the week's outstanding learners.
- Undertook daily uploads of students' work to Seesaw for parents to view their learning and achievements.
- Students created a virtual tour of St Joseph's Art Exhibition.

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 2021 the school:

Due to Covid restrictions all cultural community events were cancelled.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

Due to COVID-19 many sporting events were restricted or cancelled.



- One student competed at the Polding Swimming Trials in Sydney, placing 10th in the 50m Freestyle.
- Students in K-6 participated in a dance program during Terms 2 and 3.
- A Year 5 student made the Polding Rugby League Team, competing at the State Trials.

During Term 4 Students from K-4 participated in pool based water awareness/training/skill development programs.

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

As the end of the year approaches, I reflect on how at the end of 2020 I signed off looking forward to putting the year behind us and was hoping 2021 would return to some normality for the School Forum. Unfortunately, this did not happen, due to the continuing restrictions of social distancing from Covid-19.

We managed to hold one forum meeting at the beginning of Term 2 this year via Zoom, in the hope we could start organising some fundraising and social events, but once again we were unable to.

Let's hope that 2022 is the year of reconnection where we can bring all the St Joseph's families back together socially and we can start fundraising for some new and exciting things for the students.

On behalf of the School Forum we wish you all a safe and happy holiday and look forward to seeing you all next year.

Melissa Everingham  
School Forum Representative  
St Joseph's 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, Coolangatta, Tugun, Bilambil and Cobaki., from which the school families are drawn.

Last year the school celebrated 103 years of Catholic education.

The parish priest Fr 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:

Note: Due to Covid restrictions, this year's activities were limited.

- The support for and involvement in the Parish Sacramental Programs of Reconciliation, Confirmation and Eucharist.



- The celebration of Mass in the classrooms with individual grades, when COVID-19 restrictions eased.
- Holy Days and Feast Days were celebrated in class.
- Participation and celebration of significant liturgies such as Mother's Day, Father's Day and Grandparent's Day were cancelled due to COVID-19.
- Contributions of stories and photos (of school activities and events) to the school newsletter.
- Mini Vinnies fund-raisers to support families within our local and global communities.

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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 2021	TOTAL 2020
<b>Male</b>	26	28	32	32	24	28	23	193	181
<b>Female</b>	22	24	23	20	23	22	22	156	163
<b>Indigenous *</b>	4	1	1	0	2	2	3	13	10
<b>EALD *</b>	0	0	0	0	0	2	0	2	0

\* 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
95.7%	92.2%	94.1%	92.0%	94.1%	91.1%	89.5%	92.4%

## 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 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 25 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 95.0%. This figure is provided to the school by the CSO.

Three teachers retired from St Joseph's at the end of the 2021 school 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.

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- 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. Each child is then rewarded individually with a ticket in a weekly raffle. At the end of each Term, children are rewarded for the highest house points gained from 'Gotchas'.
- In 2021 the school employed a psychologist three days a week to support the wellbeing of our students. Small groups were run to assist students in self-awareness, self-regulating and social skills. Our overall focus during Term 3 and Term 4 was the children's overall wellbeing and giving them a voice following the period of blended learning at home to hear their worries and alleviate

any ongoing concerns for them. This, along with our passive 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 supporting children around loss and family separation.
- The Anti-bullying Policy continued to be observed throughout the PBS system and was supported through our tiered response to behaviour concerns.
- All staff participated in the five workshops for Student Well Being which promoted student voice and participation.

## 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.

In 2021 as Covid was a major influence the school sought feedback and suggestions from families via the 'Voices in the Field' survey after the period of blended learning at home. This data was used to evaluate the success of the approaches adopted by the school during this period and to improve home and school relationships.

Throughout this year, COVID-19 parent information sessions were held to support the home school partnership, whereby information and procedures were shared with parents about various curriculum approaches and strategies being used in the classroom.

## 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.

This year due to COVID-19, our students engaged in a period of blended learning. To ensure rigour for our students, our teachers prepared engaging online learning tasks that enabled students to continue to follow the grade units of work. Staff worked together around data-informed inquiry practices that were focused on Literacy and Numeracy. These practices allowed staff to provide informed and targeted learning support to all learners.

**ENGLISH:** In 2021, St Joseph's continued the four-phase 'Gradual Release of Responsibility' model for Writing. This release of responsibility is fluid, varied and individualised according to the student's readiness and confidence to use the learning for themselves. St Joseph's utilised this model to improve writing outcomes across the school.

In 2021, St Joseph's literacy SIP (School Improvement Plan) goal was to improve reading through improved decoding and comprehension skills. The LOP (Leader of Pedagogy) worked alongside teachers in PLTs (Professional Learning Teams) to develop their literacy units and focus on improving reading skills. Due to COVID-19 restrictions and Term 3's lockdown period, some of the professional development around reading was postponed until 2022. Improving reading skills will continue to be a focus next year.

**MATHS:** St Joseph's teaches Mathematics in a 75-minute uninterrupted block every day. Grades K-6 continue to use the Catholic Schools Office's Mathematics Block as a framework for their lessons. The Mathematics Block consists of three sections: 1. Warm-Up/Daily Number Sense 2. Rich Task



Experience before Instruction 3. Reflection. Mathematics learning is sequenced so that students experience the concrete, pictorial, and abstract representations, whilst solving and discussing rich mathematical tasks.

**RELIGIOUS EDUCATION:** In 2021, teachers focused on "instructional strategies" to develop meaningful units of work that met the students where they were at in their religiosity. A focus on depth of understanding in core concepts and allowing students to apply their learnings in new situations and contexts, gave evidence to the model of Head (cognitive), Heart (effective), and Hands (behavioural).

**TECHNOLOGY:** St Joseph's is a technology-rich learning environment with various digital devices in each classroom. In 2021, teachers refined ways of utilising technological tools to design authentic and engaging learning experiences for the students who were learning from home. Teachers returned to using numerous digital platforms to ensure that parents and students were provided with the best possible blended learning experiences. Some of the digital platforms that were utilised this year included Seesaw, Google Classroom, Google Suite, Pear Deck, Screencastify, Matific and Wushka. Seesaw continued to be the main platform that was utilised during the blended learning period. Through the constant use of Seesaw during COVID-19, greater student ownership in posting was evident. Teachers concentrated on giving effective verbal and written feedback on each child's posting. Staff also used Seesaw to educate the parents on how to help their children at home through demonstration videos. This will continue into 2022 as parents are now well-equipped with the language and skills to assist their children with homework.

In 2021, the school's two digital innovators successfully commenced a lunchtime robotics club for Grades 4-6. In the robotics club, students problem solved and focused on coding using Lego Spike. Throughout the year, staff collaborated with the Diocesan Technology Coordinator, who worked with students and teachers to improve their confidence to embed technology in the classroom and deepen their knowledge of the NSW Science and Technology Syllabus. Kindergarten integrated Augmented Reality (AR) into their literacy block. In Term 3, Kindergarten were given the opportunity to showcase their AR creations with other schools in the diocese when they featured in the Catholic Schools Office's digital newsletter.

**CREATIVE ARTS:** The project for 2021 targeted "Theatre Pedagogy and Drama Strategies across the Primary Curriculum". A whole staff Professional Development day was facilitated by NORPA. The Professional Development day was a practical introduction for teachers on how to use drama devices and strategies in their classrooms across the primary curriculum to enhance learning and engagement. The second component of this project targeted Stage 3 students over a 5-week period. Students were facilitated through a range of exercises and activities to develop an original devised presentation using poetry as a stimulus. Funding for NORPA drama incursions allowed Years 5 and 6 to participate in Drama sessions. However, COVID restrictions curtailed this initiative before completion.

**ENRICHMENT:** The school's enrichment program was conducted two days per week. During this time, high potential students worked with the Leader of Pedagogy to investigate mathematical concepts in depth and further develop their strengths. In addition to this, the Leader of Mathematics from St Joseph's College, Banora Point, visited our school on a monthly basis to work with a small group of high potential mathematics students from Stage 3. Students from Years 3-6 were given the opportunity to participate in International Competitions and Assessments for Schools (ICAS). 31 students from Years 3-6 participated in at least one ICAS assessment. 17 students participated in ICAS English, 25 students participated in ICAS Mathematics, and 12 students participated in ICAS Science. Overall, achievements were two High Distinctions, four Distinctions, thirteen Credits and seven Merits across the three subject areas.

**SPORT:** Students in K-6 participated in a dance program during Terms 2 and 3. During Term 4 Students from K-4 participated in pool-based water awareness/training/skill development programs.

**LEARNING SUPPORT:** St Joseph's prides itself on its ability to cater to and support all students. In 2021, there were 64 students with identified disabilities across our K-6 classes. In 2021 the staff



undertook professional learning around Speech and Cognitive Assessments as well as Zones of Regulation and Wellbeing. Our Inclusion Coordinator also completed professional learning around Specific Learning Disorders with SPELD Australia. The continued professional learning of staff enables them to better understand the needs of students and how they can best support these students in their classrooms and on the playground.

A full-time Inclusion Coordinator is employed to oversee support and resources for students in their learning and their wellbeing. To complement the Inclusion Coordinator, the school employed eight teacher aides trained in working with children with a disability. The school also provided added teacher support within targeted classes.

Support in 2021 consisted of interventions and in-class support in the focus areas of Literacy and Numeracy, allowing all students to access the curriculum. All teachers and teacher aides were regularly inserviced and supported to provide adjustments and differentiation in their teaching to meet the needs of each individual student within their care. This continued to be evident in the ongoing concerns around COVID-19 in 2021 and our blended learning periods. All children were catered for and supported throughout this time either through face-to-face sessions via zoom or ongoing communication between home and school. Again our vulnerable children where possible returned to school, along with the children of essential workers, and face-to-face support was provided.

At St Joseph's Primary, our curriculum approach is student-centred. Our school is focused on every student's growth 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 regularly.

All teachers plan units of work through the Catholic Schools Office's Program Builder templates to ensure consistency from K-6. Programs are regularly reviewed in collaboration with teachers and leadership through Professional Learning Team (PLT) meetings and allocated planning days. Through this process, programs are reviewed and updated to ensure learning experiences are effective. St Joseph's uses evidence-based pedagogies that challenge and engage learners in purposeful, differentiated tasks.

In 2021, there was a school-wide focus on student wellbeing through increased participation and engagement. All staff participated in a series of professional learning workshops that were centred around student participation and how this links to improved wellbeing.

Parental education around feedback continued to be a focus during the blended learning period. Evidence about student learning was gathered using a broad range of strategies and analysed to give authentic feedback about student progress to inform future planning. In 2021, the school outlined consistent expectations and practices for gathering evidence of student learning using the digital portfolio Seesaw which focused on effective feedback strategies.

St Joseph's student-centred curriculum approach is underpinned by the Understanding by Design (UbD) model. This backward design model is used to guide teachers in the design and implementation of their units. Within this framework, teachers consider the overarching learning goals and how students will be assessed prior to consideration of how to teach the content. Teachers at St Joseph's plan and review teaching and learning in collaborative Professional Learning Team (PLT) meetings. In PLTs, DuFour's "Four Critical Questions" are used as a guide to address data, inform curriculum and pedagogical delivery to meet student needs. The learning, teaching, and assessment cycle is underpinned by this inquiry. At St Joseph's, teachers and students use learning intentions and success criteria to support Hattie's Visible Learning philosophy.



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

- Parish facilitated Sacramental Programs.
- The school's Mini Vinnies Program promotes social justice on a local, national and international scale. Students were involved in 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.
- Classroom celebrations of Masses and/or Liturgies for various Church feast days.

Due to COVID-19 restrictions, we could not attend most community, cultural and sporting events.

## **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, 51 students presented for the tests while in Year 5 there were 50 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										
<b>Reading</b>	22.0	32.0	22.0	28.0	19.0	20.0	13.0	16.0	8.0	2.0	3.0	2.0
<b>Writing</b>	20.0	27.5	37.0	47.1	23.0	19.6	9.0	3.9	4.0	2.0	2.0	0.0
<b>Spelling</b>	23.0	37.0	23.0	29.4	20.0	21.6	13.0	7.8	7.0	3.9	5.0	0.0
<b>Grammar and Punctuation</b>	22.0	41.0	24.0	21.6	19.0	23.5	10.0	9.8	6.0	3.9	4.0	0.0
<b>Numeracy</b>	14.0	24.0	22.0	26.0	27.0	38.0	19.0	8.0	10.0	4.0	3.0	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										
<b>Reading</b>	16.0	8.0	25.0	22.0	27.0	36.0	18.0	28.8	8.0	4.0	3.0	2.0
<b>Writing</b>	8.0	6.0	17.0	18.0	33.0	40.0	27.0	26.0	10.0	8.0	3.0	2.0
<b>Spelling</b>	15.0	8.0	28.0	44.0	24.0	20.0	17.0	20.0	8.0	8.0	4.0	0.0
<b>Grammar and Punctuation</b>	13.0	4.0	21.0	20.0	27.0	26.0	20.0	32.0	9.0	18.0	5.0	0.0
<b>Numeracy</b>	10.0	6.1	21.0	1.3	29.0	38.8	24.0	34.7	10.0	4.1	3.0	2.0

These tables show the percentage of students in each band from St Joseph's Primary School, Tweed Heads compared to the State percentage.

In Year 3, the school average was significantly above the national and state average in all five learning domains. As can be seen in the table, the 2021 NAPLAN results indicated that a significant portion of Year 3 students achieved NAPLAN scores well above the state and Statistically Similar School Group (SSSG) average. A high proportion of Year 3 students ranked at, or beyond, the highest possible achievement band. The following percentages are a breakdown of these exemplary achievements by subject area: 41% of students in the area of Grammar and Punctuation, 32% of students in Reading, 37% in Spelling, 24% in Numeracy, and 27.5% in Writing.



Several initiatives have contributed to these results, including implementing a range of teaching strategies to improve student understanding and engagement in Literacy and Numeracy. The high percentage of students in Year 3 far exceeding minimum standards is a testament to the focus on curriculum differentiation strategies implemented and developed within our school.

In 2021, a large percentage of students from Year 5 showed positive growth from testing two years ago. The Year 5, Numeracy, Writing, and Spelling results have continued to experience an upward trend. As can be seen in the table, some Year 5 students were placed at, or beyond, the highest possible achievement band.

94% of Year 5 students were ranked at, or above, the Commonwealth's minimum standards for Reading. However, due to Reading experiencing a downward trend and being below the state average, this will be a focus area for next year. St Joseph's will incorporate this area into the School Improvement Plan's (SIP) learning goal. Staff will engage in professional learning to address curriculum and pedagogical development in the learning area of Reading.

### 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 2021 were:

Staff Professional Learning Activity	Date	Presenter
Dan White- Ancient Words: To Know the Person of Jesus	23/04/2021	Dan White
Parish School Spirituality - Module 1	12/07/2021	Tony Boyle
Theatre Pedagogy and Drama Strategies across the Primary Curriculum	25/06/2021	NORPA
Proclaim	05/05/2021	CSO
Student Wellbeing 2- Mapping the Landscape: What are we Currently Doing?	26/05/2021	Tony Boyle, Christine Mulherin and Victoria Atkinson
Student Wellbeing 3- Strengthening the Foundations: How are we going with relationships?	15/11/2021	Tony Boyle
Student Wellbeing 1- Setting the Scene: What do we want for our students?	28/04/2021	Tony Boyle, Christine Mulherin and Victoria Atkinson
Student Wellbeing 4- Building Student Participation: What can we do next?	29/11/2021	Tony Boyle and Victoria Atkinson
Whole School PAT Data Analysis	08/02/2021	Victoria Atkinson
MAI Data	15/02/2021	Victoria Atkinson
MAI Data Analysis	15/02/2021	Victoria Atkinson
Literacy Data and Introduction to PROBE Assessment	22/02/2021	Victoria Atkinson
NCCD and Adjustments	01/03/2021	Jacqui Wilson
Using MAI Data For Counting	19/04/2021	Jacqui Wilson and Victoria Atkinson
RE- Creating Labyrinth	04/02/2021	Catherine McAleer
Speech and Language Assessments: Strategies to Assess Student Learning	10/05/2021	Jane McFie

MAI Place Value Data Leading Instruction: Strategies and Warm Ups	17/05/2021	Jacqui Wilson and Victoria Atkinson
MAI Addition and Subtraction Data Leading Instruction: Strategies and warm ups	24/05/2021	Jacqui Wilson and Victoria Atkinson
ETAMS- Maintenance of Accreditation	18/05/2121	Chris Mulherin and Victoria Atkinson
Zones of Regulation	02/08/2021	Gabriel Crighton
Cognitive Assessments for Children within Learning Contexts	26/07/2021	Gabrielle Crighton
Program Evidence of NCCD Adjustments	09/08/2021	Jacqui Wilson
ATSI Action Plan	18/10/0021	Kim Webb, Danny Rankin and Aunty Doreen
SALT Course- CSO Lismore Discrimination Harassment and Bullying	24/11/2021	Online Modules
SALT Modules- CSO Lismore Child Protection	23/11/2021	Online Modules

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

Activity	Staff numbers	Presenter
Portafeidi	1	Kate Nester
ES1 Mathematics: Age Appropriate Pedagogies, Planning & Assessment Workshop	4	Chrisy Ismay
Leading Implementation of the New K-2 Mathematics & English Syllabus- school leaders	2	Samantha Lynch
Disability Short Course: Instructional Learning	2	Dr Bree Jimenez
New K-2 Draft Syllabus K-2 Teacher Reflection and Feedback Session Information	4	Samantha Lynch
Digital Tech in Maths- Applications of Co-Spaces Edu	4	Paul Hamilton
Digital Innovators Course	2	Margaret O'Brien and Paul Hamilton
Google Workshop	2	Margret O'Brien

The professional learning expenditure has been calculated at \$3262 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 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. Relevant sections of the policy are also published in the student diary and it 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 that 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. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p><b>Mission of Jesus Christ</b>            Staff and Students developed their own personal relationship with Jesus.            Staff were to attend a Professional Development opportunity to break open the 'Worlds of the Text' (postponed due to COVID-19).            Students experienced encounters with Jesus through retreat opportunities.            Students engaged in scripture through creative play.</p>	<p><b>Mission of Jesus Christ</b>            Through word and deed students and staff are to be examples of Christ.            Staff will undertake professional development (postponed from 2020) to break open the 'Worlds of the Text' to better understand the scriptures.            Staff will use the scriptures in their teaching and incorporate them in student worship and prayer.            Staff and students will interact with dignity and respect following the example of Jesus.</p>
<p><b>Learning and Teaching</b>            Staff worked to achieve Whole School Agreed Practices in Literacy and Numeracy to improve student growth.            Accountability measures to ensure consistency in English and Mathematics were developed.            We were to encourage greater parental involvement through curriculum and pedagogy workshops (Cancelled due to COVID-19).</p>	<p><b>Learning and Teaching</b>            To improve inferential comprehension skills for K-6.            To revise various components of reading and comprehension to ensure whole school agreed understanding and practices.            Staff to be introduced to the Probe Blue comprehension assessment tool.            To work towards a culture of team based accountability.</p>
	<p><b>Pastoral Care</b>            To improve student wellbeing through increased student voice and participation.            Staff will participate in a series of workshops associated with student participation and wellbeing.</p>
<p><b>Leadership</b>            Once again due to COVID-19 restrictions, leadership had to be flexible and had to provide clear advice and instructions for all members of the school community throughout the year.</p>	
<p><b>Family School Partnership</b>            Due to COVID-19 all intended outcomes were curtailed.            Staff worked towards ensuring lines of communication were kept open and that families were kept informed of expectations and instructions.</p>	<p><b>Family School Partnership</b>            To rebuild a sense of community within the school.            To hold a series of social and community events to increase family interaction with the school.</p>

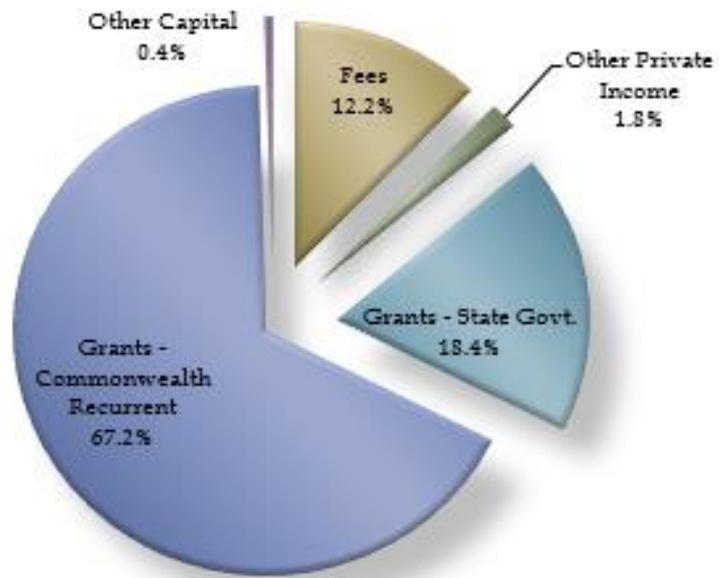
## 6.0 Financial Information

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 2021 is presented below:



## 2021 INCOME - St Joseph's Primary School TWEED HEADS



## 2021 EXPENSE - St Joseph's Primary School TWEED HEADS

