

Annual School Report 2021 School Year

St Joseph's Primary School, Warialda



25 Plunkett Street
Warialda NSW 2402

Phone 02 6729 1328

Web <https://stjosephswarialda.catholic.edu.au>

Principal
Joseph Dimech

About this report

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

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

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

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

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2022 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6729 1328 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.

This year was again impacted by COVID-19 restrictions. Staff were able to adapt to changes and deliver the curriculum amidst uncertainties of the pandemic. The school capitalised on the lessons gained from remote learning in 2020 and created opportunities to engage with parents and the community, even during the period of restrictions where parents were not allowed on school grounds. Once again, the resilience of the children shone through.

The school year began with a student enrolment of 12 students and ended with 17 students. Four students transitioned in Term 4 for various classes in 2022. Fee relief continued to be offered by the Catholic Schools Office, Armidale (CSO) and this was gratefully acknowledged by recipient families. The Annual Improvement Plan (AIP) was collaboratively written by the staff under the key areas of:

- An Authentic Catholic Community of Care
- Great Learning and Teaching
- Strong Teams, and
- A Culture of Feedback.

An Authentic Catholic Community of Care

The number of children identifying as Catholic or religious changed markedly in 2021 and this had implications for the delivery of the Religious Education Curriculum as well as school liturgies. All children were provided with opportunities to participate in school liturgies and masses as well as outreach programs. The faith formation experiences provided to the children by the staff took into account the challenges of the COVID-19 restrictions and the continuing anxiety of living in uncertain times. The school continued to implement the Living Well, Learning Well framework, focusing on student well being.

Great Learning and Teaching

Staff developed greater clarity in conducting a tightly run Literacy Block. They benefited from the support of Subject Matter Experts (SMEs) from the Catholic Schools Office Armidale (CSO) and they worked collaboratively on the Early Stage 1 to Stage 1 Literacy audit. The staff developed a deeper understanding of the English K-10 Syllabus, in particular in selecting content descriptors to match teaching and learning activities as well as developing a method for tracking the content from the syllabus across the stages for each of the four school terms.

A significant milestone in the second half of the year was the roll-out of the Data Dashboard from the Catholic Schools Office. This online portal aggregated many forms of data such as student attendance, student demographics, Best Start, NAPLAN, BM Benchmarks and Writing scores. The staff were introduced to the platform in Term 1 with further professional development scheduled for Term 2, 3 and 4 in 2022.

The year saw the number of students identifying as Aboriginal or Torres Strait Islander rise from 3 at the start of the year to 7 by the end of Term 4. Despite a change of Aboriginal Education Assistants in the second semester, the school continued to develop deeper connections with Aboriginal and Torres Strait Islander events like the National Apology, Sorry Day, Reconciliation Week and NAIDOC Week as well as elders in the wider community.

Strong Teams

Strong Teams was the third pillar of the 2021 Annual Improvement Plan. The staff worked on implementing a tightly focused school improvement plan that drew on the Annual Improvement Plan from the Catholic Schools Office. This focused on a deeper understanding of the shared responsibility



and accountability for the learning of all students as well as contributing to school registration and compliance matters. The small team of teaching staff were able to maintain the focus on strong teams despite a change in teaching staff midway through the year.

A Culture of Feedback

A Culture of Feedback was the fourth pillar of the 2021 Annual Improvement Plan. The principal promoted a culture of professional learning with the staff working towards a co-teaching model. The limitations of having parents on site led to other ways of communicating and providing feedback on the children's learning.

The areas for Professional Development that were identified at the start of the year were modified to take into account the disruption to learning and travel restrictions caused by the COVID-19 pandemic. The teachers and support staff were able to access professional support through Zoom video meetings, webinars and online courses.

Parent Participation

The level of parent participation in the life of the school was severely impacted. Parents were not allowed on-site for most of the year and the School Advisory Council was unable to meet physically, however, the Principal kept lines of communication open through phone calls and individual contact. No fund-raising activities took place during the year and it was decided to delay the Parents and Friends Annual General Meeting until the start of 2022.

Cultural and Sporting

Student sport events and excursions were curtailed and a planned school camp to the Lake Keepit Sports and Recreation Ground was cancelled, as overnight camps were not permitted. The children were able to take part in a swimming carnival in February and an athletics carnival with Gravesend and Pallamallawa Public Schools in June. A cross country event was conducted at school in Term 2. Representative Sport and Gala Days were cancelled due to COVID-19 and the school wasn't able to attend cultural events or take part in inter-school visits. An easing of restrictions in Term 4 resulted in an outdoor End of Year Prize Giving Ceremony in lieu of the Annual Presentation Night with a COVID-19 Safety Plan in place. There was no Year 6 cohort in 2021 hence no End of Year Graduation.

Joseph Dimech
Principal

1.2 A Parent Message

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

Lisa Moore
School Secretary
P&F

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 117 years of Catholic education.

The parish priest, Fr Thaddeus Ike, 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.

Liturgical Life

The celebration of school masses was again impacted by COVID-19 restrictions. Throughout the year, St Joseph's students attended school masses under various conditions from seating in grade cohorts, seating in isolation from parents and parishioners to attending without singing. School-based Liturgies of the Word, without parents attending, took place. Masses were planned in consultation with Fr Thaddeus and the 2021 Ordo. This year, students celebrated the following masses: First Friday Mass and Devotions, Opening School Year, Ash Wednesday, Mary Help of Christians Mass and an End of Year Mass.

The following Liturgies of the Word were celebrated:

St Patrick, St Joseph, Sorry Day and Reconciliation Week, NAIDOC Week, Holy Week, Catholic Schools Week, Family Week, Father's Day, Mother's Day and Catholic World Mission Month.

Mini Vinnies students supported the Caritas Project Compassion Appeal, Warialda St Vincent de Paul Conference and Catholic Mission Monthly. Feast Days are an important part of the faith life at St Joseph's. The school honours and maintains the traditions established by the Sisters of St Joseph and maintains a strong relationship with St Patrick's Parish, celebrating a St Patrick's Day Mass and St Joseph's Day school liturgy. Masses were held in St Patrick's Church, with liturgies held in the school hall, classroom and under the covered outdoor learning area.

Prayer Life in the school

Prayer is an integral part of daily school life, with formal and informal prayer times taking place within the classroom and at staff and family events. Formal prayers are taken from the 'To Know, Worship and Love' student textbook. Monday morning school assembly begins with the school prayer and prayers for various needs. Each day begins with Morning Prayer and throughout the day, class and individual prayers are recited from an in-house School Prayer Google Slideshow. Students take turns in leading class prayer throughout the term. During the week, Stage 3 students lead prayer from the text 'Children's Daily Prayers Under the Southern Cross'.

Sacramental Programs

St Joseph's supports the parish-based sacramental programs. A team of parishioners, led by Fr Thaddeus, informs parents and prepares parish children for the sacraments. Each program begins with a parent information session run by Fr Thaddeus, and four catechesis sessions. No Catholic students took part in the parish-based sacramental programs in 2021.

Staff Faith Formation

A Staff Prayer Retreat Day was planned for Term 3. An off-site day could not be held and school-based Prayer Retreats took place instead using appropriate COVID-19 guidelines. Opportunities to build the faith of the parents and the wider community were made through the school's online newsletter.

Our School Motto

The St Joseph's school motto is 'Christ Is Our Model'. All children are given the opportunity to learn about Christ and the Catholic Church through Religious Education lessons and regular participation in school masses and liturgies. Prayer centred on Jesus Christ is an integral part of school life. Although the Sisters of Saint Joseph are no longer present in the town, the school maintains regular contact with Sister Petra Reis from Barraba, who is a living connection to the Josephite tradition.

Involvement in St Vincent de Paul and Caritas

St Joseph's Warialda has a strong and active Mini Vinnies team. The outreach, awareness and fundraising programs are founded on the Catholic Principles and Values, as well as Catholic Social



Teaching. During Lent, students support Caritas' Project Compassion. The Mini Vinnies students were limited in supporting the St Vincent de Paul Winter and Christmas Appeals, as the local St Vincent de Paul store was not able to accept donations at various times in the year. In October the school focused on Catholic Mission's World Mission Month and raised \$200 for the Good Shepherd Sisters' Kindergarten Centre in Thailand. The Mini Vinnies were unable to visit Naroo, Warialda's nursing home.

Involvement in Local Community Groups

St Joseph's students were actively engaged with the Warialda community. The public commemoration of ANZAC Day was held on a Sunday in 2021. The children commemorated Remembrance Day at school in Term 4 without parents or visitors. The 2021 Inverell Legacy President's Lunch was cancelled, however, students were able to participate in the Inverell Legacy Colouring In Competition.

Parish Links

The school has a strong relationship with St Patrick's Parish Warialda and parish priest Fr Thaddeus Ike. Fr Thaddeus is an ex officio member of the school's School Advisory Council and he regularly visited the school on his way from morning Mass. The school Principal met with Fr Thaddeus regularly throughout each term and is a member of the Parish Council and Parish Finance Committee. Staff also volunteer to take part in the parish Lenten and Advent programs. St Joseph's offers the use of its facilities to the parish, in particular the school hall.

Year 6 RE Test

There was no Year 6 cohort in 2021.

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	0

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	1	1	1	0	0	2	0	5	6
Female	0	0	1	4	4	0	0	9	11
Totals	1	1	2	4	4	2	0	14	17

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 2021 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	83.0%	96.0%	86.0%	81.0%	87.0%	85.0%	0.0%	74.0%

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.	4
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.	3
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	5

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:

- This year, St Joseph's provided various opportunities for students to demonstrate respect and responsibility. Year 5 students took on the role of senior leaders as there was no Year 6 cohort. These students led school assemblies which included prayer, singing the National Anthem and distributing merit awards.
- A well-being focus, as well as a weekly reflection were part of the assemblies. On Friday afternoons the students reflected on their learning and behaviour and created the forthcoming week's goals.
- Student merit awards were printed under the categories I Am Safe, I Am Respected Valued and Cared for, and I am A Learner. This was part of the implementation of the Living Well, Learning Well Framework. The COVID-19 rules restricted the number of times parents could attend assemblies and when they could, the children created performances to showcase their learning.
- All students shared in leadership opportunities through daily prayer, school liturgies, masses and in carrying out daily class jobs.
- Respect and Responsibility were promoted during the PDHPE units as well as through the Catholic Principles and Values.

2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction



The Parent Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken in September. Of the 17 parents contacted, eight completed the survey with a 48% completion rate. This is very good considering the size of the school. Parents were asked to express their satisfaction in response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Parent Survey was 2.4.

The strongest areas of satisfaction were:

- I would recommend this school to others
- I am satisfied with the education our child/ren receive at this school
- The school is a safe place for my child
- The staff at this school take an interest in my child
- I feel welcome to volunteer and/ or contribute to various school events and initiatives
- Communication between the home and school is effective
- Staff care for the wellbeing of my child
- I am happy with my child's learning progress
- This school celebrates student achievements
- Catholic religious identity is a high priority in the school
- This school is well maintained e.g. clean, buildings painted etc

Parents noted their desire to increase enrolments and recruitment of suitably qualified staff as areas for improvement.

Student Satisfaction

The Student Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken by all students in Years 4 to 6 in September. All six eligible students completed the survey with a 100% completion rate which is considered to be excellent. They were asked to express their satisfaction in response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Student Survey was 2.6

The strongest areas of satisfaction were:

- I like being at this school
- I feel safe at this school
- My teachers care about me
- All of my teachers encourage me to do my best
- I receive feedback from my teacher to improve my learning
- My school gives me opportunities to do interesting activities
- My school takes students' opinions seriously
- Religious Education is taught well at the school
- The school helps me to be more involved in prayer

Most students commented that they would like to see more students attend their school

Staff Satisfaction

The Staff Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken in September. Of the seven staff contacted, five completed the survey with a 71% completion rate which is considered to be excellent. This is very high considering the size of the school. Staff were asked to express their satisfaction in response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Staff Survey was 2.5.

The strongest areas of satisfaction were:

- Change initiatives are well managed at this school
- The use of data to improve student learning is a strong and consistent feature of practice across the school
- The school promotes and sets targets for improving student outcomes



- All students, particularly high-achieving students, are appropriately engaged, challenged and extended
- There is an explicit school-wide emphasis on differentiating learning within each classroom
- The school's Agreed Practices on curriculum, assessment and learning are followed across the whole school
- I would recommend this school to others
- I have the opportunity to have input into decisions affecting my work in this school
- Collaborative planning processes in this school are effective
- School leaders at this school know me as a person and support my wellbeing

The staff commented that the year had many challenges and that the school was affected by the impacts of COVID-19.

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, Warialda follows the diocesan morning Literacy block with Mathematics and Religious Education in the middle time block. All other KLAs take place in the afternoon time block. In the first half of the day the students work in two classrooms; K-2 and Years 3 to 6 with ability-based groups taking place in literacy and numeracy. The students remain in these groups for Religious Education. They work as a whole class for the other KLAs with differentiated instruction. History and Geography are taught for a semester each as multi-staged units.

Drawing from the Annual Improvement Plan, staff identified the areas of well-being, great teaching and learning, tightly focused teams and a culture of feedbacks as areas of greatest impact.

Faith Formation experiences were limited for parents and staff due to COVID-19 restrictions. Staff felt that students participated in authentic faith experiences and that real connections between concepts and content were made in Aboriginal and Torres Strait Islander education.

Agreed practice in the literacy block saw staff develop a deeper understanding of English syllabus outcomes and content descriptors. It also allowed for co-planning and co-teaching to take place. The separation of the students into a K-2 and Years 3-6 groups maximised the support given by the teaching and support staff.

Extra curricula activities were heavily impacted by COVID-19 restrictions and this limited participation with other schools.

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, 2 students presented for the tests while in Year 5 there were 4 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.



In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.



NOTE: Year 3 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

NOTE: Year 5 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Living Well, Learning Well	04/02/2021	Joe Dimech
School and System Regulatory Compliance	05/02/2021	Joe Dimech
Asthma, Anaphylaxis, CPR, First Aid	07/06/2021	Eastcorp Services
PM Black Benchmarking Training	23/11/2021	Carmel Small

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:



- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's [website](#) or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese of Armidale. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p>Nurture Catholic Identity</p> <ul style="list-style-type: none"> • The wellbeing of students, their families and staff • Faith Formation experiences for students • Outreach programs with an emphasis on Catholic Principles and Values and Catholic Social Teaching • Evidence of the Catholic Principles and Values in teaching programs <p>Create the Right Environment</p> <ul style="list-style-type: none"> • Successful implementation of the Compass office management suite • Three-Way Conferences (Student, Parents and Teachers) in Semester 1 • The new Compass reporting format for the Semester 2 reports • Continued promotion of a safe school environment including vigilance in maintaining hygiene and COVID-19 protocols • The "Third Teacher": use of online learning platforms and physical learning spaces to meet students' needs <p>Improve Learning</p> <ul style="list-style-type: none"> • Age-appropriate Mathematics language • Tightly run Literacy Block • Weekly Big Write sessions • The explicit teaching of reading using the Super 6 comprehension strategies • Student identified learning goals and the use of teacher and student criterion scales • Opportunities for the students to gain a greater respect for Aboriginal and Torres Strait Islander history and culture 	<p>Authentic Catholic Community</p> <ul style="list-style-type: none"> • Increased student and community participation, evidenced by an increase of enrolments <p>Great learning and teaching</p> <ul style="list-style-type: none"> • Improved data literacy • Improved learning and teaching outcomes linked to a dynamic literacy/numeracy block <p>Strong Teams</p> <ul style="list-style-type: none"> • Role clarity of team members • The school team is recognised as a high functioning model team

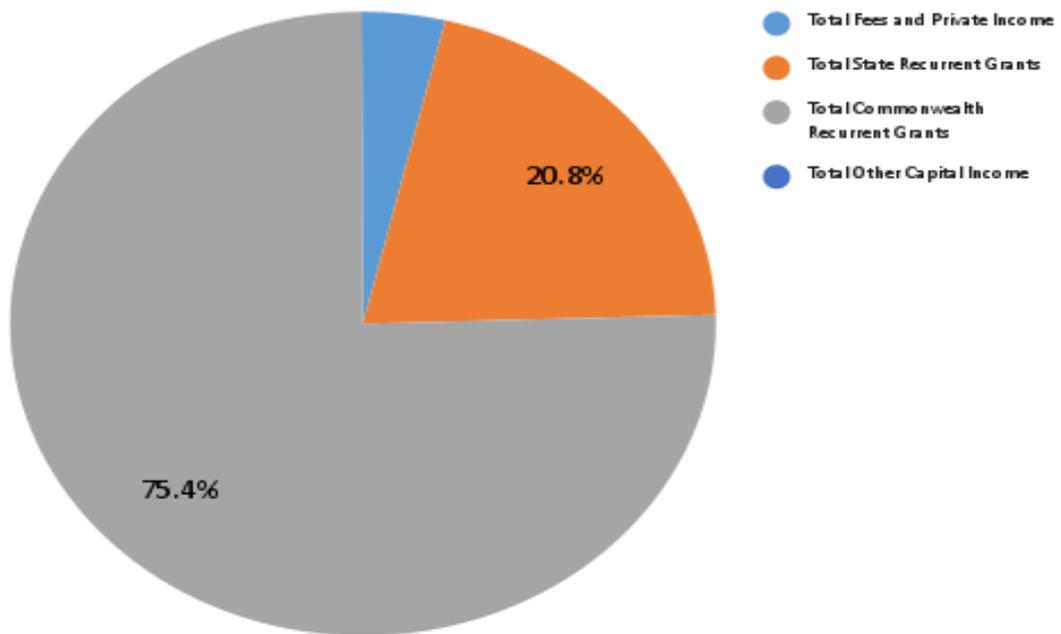
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 Income - St Joseph's Primary School, Warialda



2021 Expenditure - St Joseph's Primary School, Warialda

