

# Annual School Report 2020 School Year

St Joseph's Primary School, Warialda



25 Plunkett Street  
Warialda NSW 2402

Phone 02 6729 1328  
<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 2021 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 <https://stjosephswarialda.catholic.edu.au>.



## 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 was a year marked by many challenges. The uncertainties of the COVID-19 pandemic created opportunities for the staff to meet those challenges with agility and unity. The successful navigation by St Joseph's Primary School Warialda through a year of disruption was founded on the staff's commitment to providing quality learning whilst maintaining a sense of community. The school's experience of remote learning was very positive, with all students and their families having contact with the staff and each other through online platforms. By the end of Term 4, the school had carefully reengaged with the community, was able to celebrate liturgies in the church and hold a modified End of Year Prize Giving and Performance outdoors. The year ended with this celebration of the resilience of the school community and the success achieved by the children.

Overall, 2020 saw the school's student enrolment stable at 18 students. Fee relief was offered by the Catholic Schools Office Armidale (CSO) and this was welcomed by the families. The 2020 Annual Improvement Plan (AIP) was collaboratively written by the staff under the key areas of Nurture Our Catholic Identity, Improving Learning, Lead Learning and Create the Right Environment.

In the area of 'Nurture Our Catholic Identity', the staff of St Joseph's implemented strategies in all subjects to include the Catholic Principles and Values. These values were explicitly taught and made reference to at school liturgies. The staff were able to provide faith formation experiences for the children and they were challenged by the COVID restriction of parents and family members not being able to attend onsite. A major focus was the well-being of students and their families. The staff maintained their connection with families through phone calls, Zoom meetings and this was also addressed by developing an online school newsletter with dedicated Wellbeing and Religious Education pages.

In the area of 'Lead Learning', the Principal saw COVID-19 as an opportunity for staff to strengthen the school's collaborative team approach. The Principal provided resources for the staff to up-skill in using online platforms to deliver learning, as well as to network with CSO staff and others in the diocese via Zoom video conferencing. The Principal worked with the staff in incorporating the High Impact Instructional Strategies of accountable talk, rich learning tasks and differentiation into remote learning experiences. This allowed for immediate feedback and an increased student voice. The appointment of an Aboriginal education assistant saw a deeper connection with Aboriginal and Torres Strait Islander education. Amongst the year's successes were the celebration of Sorry Day, Reconciliation Week, NAIDOC Week, an excursion by the primary students to the Myall Creek Heritage Site and two Aboriginal dances at the End of Year Performance.

In the area of 'Improve Learning', staff began the year focusing on a tightly run Literacy Block. Remote learning saw this continue in a blended form, with daily Zoom meetings and Google Classroom being used to deliver content with a heavy emphasis on reading comprehension, oral communication and writing. This emphasis continued during the transition back to face to face learning and the resumption of the regular school timetable in the second half of Term 2.

The strong team approach adopted by the teachers and support staff saw improved reading levels upon the return to school, with no child falling behind. The culture of success saw all students complete the 2020 NSW Premier's Reading Challenge and Progressive Achievement Test data for Reading (ACER's PAT-R assessment) in Term 4 showed that 40% of Years 2 to 6 students were in the top 10% of Australian students for reading in their grade group, with one student in the top 1% of Australian students for reading in her grade group.

In the area of 'Creating the Right Environment', St Joseph's successfully implemented the Compass office package with staff entering daily student attendance and communication with parents via the



Compass app. The use of 'School TV' online resources kept parents informed of current issues and provided information for support services. The use of remote learning platforms created a continuity of learning and a by-product was the continued use of Google Classroom and PM Online Readers after returning to face to face learning. The school's learning environment became 'The Third Teacher', with these spaces adapting weekly to meet social distancing and hygiene requirements.

The intended areas for Professional Development were modified to take into account the disruption to learning and travel restrictions caused by the COVID-19 pandemic. Teachers and support staff accessed professional support through Zoom video meetings and shared documents via the Google Team Drive.

The level of parent participation in the life of the school was severely impacted this year. 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 fundraising activities took place during the year and it was decided to delay the Parents and Friends Annual General Meeting until 2021.

Student sports events and excursions were curtailed. Students were able to take part in a swimming carnival in February with Gravesend Public School and cross country and athletics were held at school. The students joined an online waste webinar in Term 2, participated in an online Rap live stream in Term 3 and took part in the town's Remembrance Day ceremony in Term 4. The school year was capped off with the graduation of the Year 6 students and a modified End of Year Prize Giving Ceremony and Performance. St Joseph's Primary School remains grateful for sponsorship received from individuals and community organisations.

Joseph Dimech  
Principal

## **1.2 A Parent Message**

There is no parent message for 2020 as a P&F could not be formed due to COVID-19 restrictions.

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 Warialda Parish which serves the communities of Warialda, from which the school families are drawn.

Last year the school celebrated 116 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 greatly impacted by the COVID-19 pandemic. St Joseph's students attended school masses in Terms 1 and 4 with school-based Liturgies of the Word, without



parents attending, held in Terms 2 and 3. Masses were planned in consultation with Fr Thaddeus and the 2020 Ordo. This year, students celebrated the following masses: First Friday Mass and Devotions, Opening School Year, Ash Wednesday, Grandparents, Advent and End of Year and Year 6 Graduation Mass.

The following Liturgies of the Word were celebrated:

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

Mini Vinnies students supported the Warialda St Vincent de Paul conference through the Winter and Christmas Appeals. As students were not able to visit the nursing home in December, they made Christmas stockings for the residents. St Joseph's students also attended First Friday Rosary, alternating with First Friday Mass on alternate months.

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. Masses are held in St Patrick's Church, with liturgies held in the school hall, classroom and under the covered outdoor learning area.

### **Staff and Student Faith Formation**

#### 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 as per the Prayer Scope and Sequence. 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 prepare the parish children for the sacraments. Each program begins with a parent information session run by Fr Thaddeus and four catechesis sessions. Confirmation is preceded with a talk by the bishop and reconciliation. No sacramental programs took place in 2020 due to COVID-19 restrictions.

#### Staff Faith Formation

A Staff Prayer Retreat Day was planned for Term 3. An off-site day could not be held and a one hour retreat was held in Term 4 using appropriate COVID guidelines. Opportunities to inform parents and the wider community were made through the school's online newsletter.

### **Social Justice**

#### Expression of the 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 with 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. Mini Vinnies students promote the St Vincent de Paul Winter and Christmas Appeals at school and through the parish. In October the school focused on Catholic Mission's World Mission Month. The Mini Vinnies were unable to visit Naroo, Warialda's nursing home, throughout the year but they were able to make



Christmas cards and gifts which were presented to Naroo's director and three residents in December.

Involvement in local community groups such as Legacy

St Joseph's students were actively engaged with the Warialda community. The public commemoration of ANZAC Day was cancelled with families conducting their own reflections. The school was invited to attend the town's Remembrance Day event in Term 4, with the school captains taking part in the service. The 2020 Inverell Legacy President's Lunch was cancelled, however, students were able to participate in the Inverell Legacy Colouring In Competition. A Year 3 student received a first-place award for her entry.

**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 the week 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**

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty 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  | 23 |

**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 2020 | TOTAL 2019 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| <b>Male</b>   | 1      | 2      | 0      | 1      | 2      | 0      | 0      | 6          | 3          |
| <b>Female</b> | 0      | 1      | 2      | 3      | 2      | 1      | 2      | 11         | 9          |
| <b>Totals</b> | 1      | 3      | 2      | 4      | 4      | 1      | 2      | 17         | 12         |

**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 enrol 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 2020 is shown in the following table.

|   | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| <b>Average Student Attendance Rates</b> | 86.0%  | 79.0%  | 87.0%  | 93.0%  | 84.0%  | 91.0%  | 84.0%  | 86.3%     |

### 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 School Consultant 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. | 1                  |



|    |   |   |
|----|---|---|
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level.          | 3 |
| 3. | Those teachers at the NESA Teacher Accreditation Highly Accomplished level. | 1 |
| 4. | Those teachers at the NESA Teacher Accreditation Lead level.                | 1 |
| 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:

- During the year, St Joseph's staff explored and acted upon the principles of the CSO Armidale Living Well, Learning Well wellbeing support framework. The COVID-19 restrictions and remote learning experience provided the impetus for the staff to promote respect and responsibility, especially for students engaging in an online environment and also when the students returned to face to face learning. Students review and sign their acceptance of Class Charter each year in the first week of Term 1 and there is a high expectation to accept responsibility for their own learning. The school provides many opportunities for students to show respect and act responsibly by providing leadership opportunities and daily class jobs.
- Weekly school assemblies and the flag-raising ceremony were used to instil civic pride and a weekly learning reflection on Friday afternoons allowed the students to reflect on their learning and behaviour. This was also used to set the forthcoming week's goals. Respect and Responsibility was 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 2020. Of the 10 parents contacted, six completed the survey with a 60% completion rate. This is very high 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 2.7

The strongest areas of satisfaction were:

- I am satisfied with the education our child/ren receive at this school.





- I would recommend this school to others.
- Communication between the home and school is effective.
- Staff engaged my child/ren in remote learning using online, paper-based and creative resources.
- Staff care for the wellbeing of my child.
- I am happy with my child's learning progress.
- This school celebrates student achievements.
- I am happy with my child's access to technology in school.
- 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 staff recruitment, given the school's rural location, 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 2020. Of 11 eligible students, eight completed the survey with a 73% 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 2.7

The strongest areas of satisfaction were:

- My school gives me opportunities to do interesting activities.
- I regularly use technology at my 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 takes students' opinions seriously.
- Religious Education is taught well at the school.
- 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 2020. Of the nine staff contacted, seven completed the survey with a 78% 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 2.7.

The strongest areas of satisfaction were:

- I participate in professional learning conversations.
- I am provided with opportunities to improve my teaching practice.
- I get a lot of satisfaction from working in this school.



- I would recommend this school to others.
- School leaders at this school know me as a person and support my wellbeing.
- I have the opportunity to provide input into decisions affecting my work in this school.
- My school encourages a climate conducive to staff professional learning and improvement in practice.
- Collaborative planning processes in this school are effective.
- I am happy with the school's facilities.
- I felt supported in adjusting to the needs of the students during remote learning.
- There are clear expectations concerning the use of effective teaching strategies throughout the school.

The staff commented on the need for continual promotion of St Joseph's to attract more enrolments in order to grow the school's numbers.

### **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. Students work in ability-based groups for literacy and numeracy and in a K-2 and Years 3-6 group in Religion. They work as a whole group for the other KLAs with differentiated instruction. History and Geography are taught for a semester each as multi-staged units.

Staff identified three keys from the school's Annual Improvement Plan of Nurture our Catholic Identity, Create the Right Environment and Improve Learning that could be quantified by evidence of impact in 2020.

Despite Faith Formation experiences being curtailed for parents, staff felt that the students participated in highly engaging faith experiences, that made connections with concepts learned in KLAs, with an emphasis on social justice, the General Capabilities and Cross Curricula Priority of Aboriginal and Torres Strait Islander Histories and Cultures. This was most evident with the primary students' excursion to the Myall Creek Heritage Site in Term 4.

The successful implementation of the Compass office management suite as a major feature of the year, as it provided the platform for Three Way Conferences (Student, Parents and Teachers) in Semester 1. The staff agreed that the new reporting format removed a lot of pressure and provided much more useful information for parents. Vigilance in maintaining hygiene and adhering to COVID-19 protocols allowed the staff to deliver the curriculum in the safest possible environment. The "Third Teacher" incorporated online learning platforms and the physical learning spaces that evolved frequently met the students' needs.

The Big Write session became a weekly feature of the literacy block as was the explicit teaching of reading using the Super 6 comprehension strategies. Student identified learning goals and the use



of teacher and student criterion scales, were a feature of the writing component of the Literacy Block.

The employment of an Aboriginal education assistant created many opportunities for the students to gain a greater respect for Aboriginal and Torres Strait Islander history and culture.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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 2020 were:

| Staff Professional Learning Activity  | Date       | Presenter   |
|---|------------|---|
| Day 1 Programming Using the RE Syllabus Day 2 School and System Registration and Compliance   | 03/02/2020 | Joseph Dimech   |
| Session 1 First Aid recertification and Staff Prayer Retreat; Session 2 Data Analysis   | 23/10/2020 | Session 1 Geraldine Chapman / Anne Finlayson; Session 2 Justin Matthews   |
| No Face to Face Professional Development due to COVID-19 restrictions. Staff PD via Zoom Meetings: Teacher Accreditation and Support, Inclusion and Students with Learning Needs, Religious Education | 27/04/2020 | CSO Personnel   |
| No Face to Face Professional Development due to COVID-19 restrictions. Staff PD via Zoom Meetings: Teacher Accreditation and Support, Inclusion and Students with Learning Needs, Religious Education | 20/07/2020 | No Face to Face Professional Development due to COVID-19 restrictions. Staff PD via Zoom Meetings: Teacher Accreditation and Support, Inclusion and Students with Learning Needs, Religious Education |

### 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 <https://stjosephswarialda.catholic.edu.au> 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 <https://stjosephswarialda.catholic.edu.au> 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 <https://stjosephswarialda.catholic.edu.au> 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. 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 <https://stjosephswarialda.catholic.edu.au>, 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 <https://stjosephswarialda.catholic.edu.au> 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 Schools Consultant.

| Key Goals Achieved and Implemented in 2020  | Key Goals for 2021  |
|---|---|
| <p><b>Nurture our Catholic Identity</b></p> <ul style="list-style-type: none"> <li>● The wellbeing of students, their families and staff.</li> <li>● Faith Formation experiences for students.</li> <li>● Outreach programs with an emphasis on Catholic Principles and Values and Catholic Social Teaching.</li> <li>● Evidence of the Catholic Principles and Values in teaching programs.</li> </ul> <p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>● Successful implementation of the Compass office management suite.</li> <li>● Three-Way Conferences (Student, Parents and Teachers) in Semester 1.</li> <li>● The new Compass reporting format for the Semester 2 reports.</li> <li>● Continued promotion of a safe school environment including vigilance in maintaining hygiene and COVID-19 protocols.</li> <li>● The "Third Teacher" use of online learning platforms and the physical learning spaces to meet students' needs.</li> </ul> <p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>● Age-appropriate Mathematics language.</li> <li>● Tightly run Literacy Block.</li> <li>● Weekly Big Write sessions.</li> </ul> | <p><b>Authentic Catholic Community</b></p> <ul style="list-style-type: none"> <li>● Increased student and community participation, evidenced by an increase of enrolments.</li> </ul> <p><b>Great learning and teaching</b></p> <ul style="list-style-type: none"> <li>● Improved data literacy.</li> <li>● Improved learning and teaching outcomes linked to a dynamic literacy/numeracy block.</li> </ul> <p><b>Strong Teams</b></p> <ul style="list-style-type: none"> <li>● Role clarity of team members.</li> <li>● The school team is recognised as a high functioning model team.</li> </ul> |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• The explicit teaching of reading using the Super 6 comprehension strategies.</li> <li>• Student identified learning goals and the use of teacher and student criterion scales.</li> <li>• Opportunities for the students to gain a greater respect for Aboriginal and Torres Strait Islander history and culture.</li> </ul> |  |
|---|--|

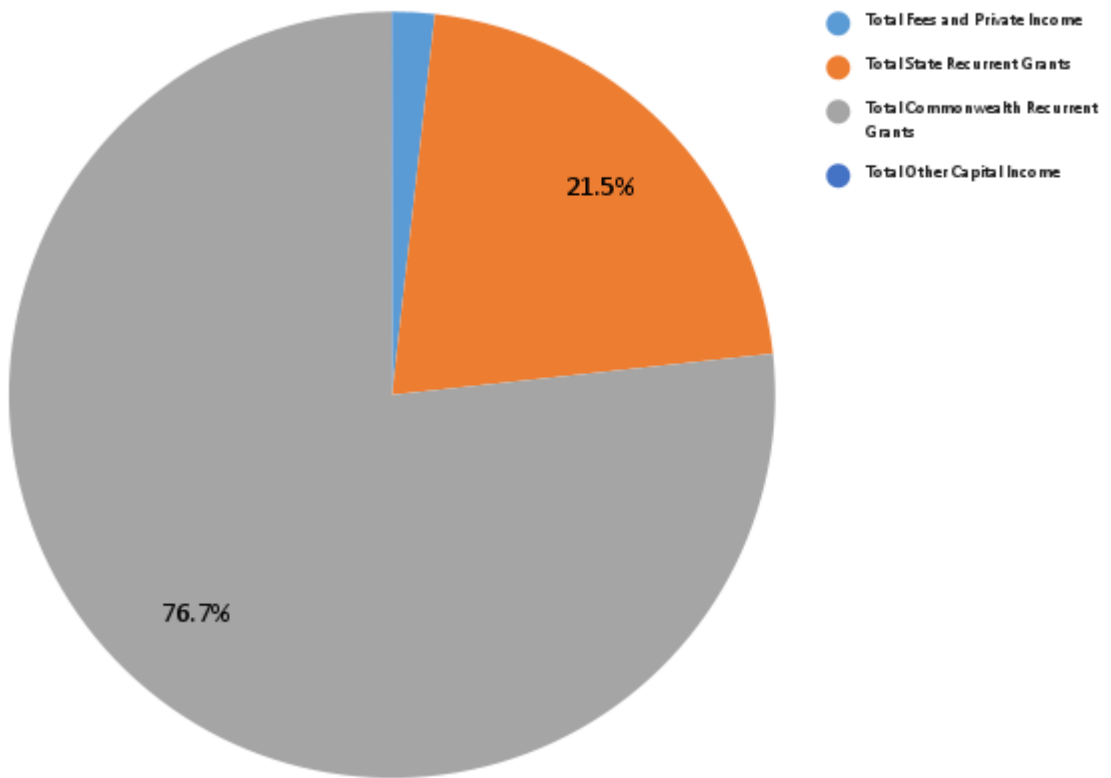
**6.0 Financial Information**

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2020 is presented below:



2020 Income - St Joseph's Primary School, Warialda



2020 Expenditure - St Joseph's Primary School, Warialda

