

Annual School Report 2022 School Year

St Joseph's Primary School, Warialda



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

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

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

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

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

As a result of late enrolments, the year began with 24 students. Fee relief offered by the Catholic Schools Office, Armidale (CSO) was gratefully acknowledged by the new families and the year began with a focus on rebuilding student numbers post COVID-19. The children were organised into two class groups; a Kindergarten to Year 2 class and a Year 3 to Year 6 class.

The Annual Improvement Plan (AIP) was collaboratively written by the staff under the key areas:

- Christ-centered Inclusive Catholic Community
- Good Learning and Teaching
- Strong Teams, and
- Excellence in Stewardship and Governance

Christ-centered Inclusive Catholic Community

Reconnecting with parents and the community post COVID-19 was the focus for St Joseph's being a Christ-centered Inclusive Catholic Community. The celebration of religious events attracted more parents, family members and parishioners and all students had opportunities to participate in school liturgies and masses as well as outreach programs such Project Compassion, Mini Vinnies and Catholic Mission.

The area of greatest success was the children's personal responses to the Catholic faith. In 2022, a number of children expressed the desire to become Catholic and in Term 4, a baptism preparation program saw six children being baptised. Three of these children will be eligible to make their first reconciliation and first holy Communion in 2023 and two of these will be able to be confirmed. Four more students wish to be baptised in 2023. An off-site staff prayer retreat and evening twilight prayer meetings for staff, parents and parishioners were offered.

The school developed further its response to post COVID-19 well-being issues by continuing to implement the Living Well, Learning Well Framework. The Resilience Project was used in Semester 1 to explore the well-being areas of Gratitude, Empathy and Mindfulness. The staff noted that there was a lot of anxiety and socio-emotional issues among the children in 2022 and this resulted in increased Centacare counselling referrals and Compass Chronicle notifications.

Good Learning and Teaching

An area of success in Good Teaching and Learning was the introduction of the InitialLit evidence-based whole-class literacy program in the Kindergarten to Year 2 classroom. The staff, in consultation with the CSO, decided to start all the children in the class on the Foundation Program, with the aim of ensuring that essential core knowledge and strong phonological skills were developed. A strong focus on reading and writing underpinned the program. Exposure to quality literature was a daily feature of the literacy block.

Another area of success in Good Teaching and Learning was the appointment of a Leader of Pedagogy (LoP) / class teacher for the Year 3 to Year 6 classroom. The focus for this was to develop successful and critical readers and independent writers using the Gradual Release of Responsibility model.

The staff agreed that maintaining two distinct class groups, as well as a re-focus on fortnightly Big Writes, guaranteed a tightly run literacy block.

In Mathematics, the Gradual Release of Responsibility model was the underlying model in the Year 3 to Year 6 classroom. In each teaching unit students were introduced to tasks and worked in a variety



of ways individually, in pairs and in groups to explore and solve these. The focus in the Kindergarten to Year 2 classroom was to introduce Maths concepts, provide essential numeracy knowledge and skills, and differentiate learning to meet the children's varied needs.

The school's Aboriginal Education Assistant took part in the Gamilaraay Certificate I in Fundamental Aboriginal Languages through TAFE. She implemented an indigenous language program for students in Years 4 to 6. Students identifying as Aboriginal or Torres Strait Islander participated in an indigenous cultural identity program. NAIDOC Week celebrations took the form of a liturgy incorporating a welcome and smoking ceremony by an aboriginal elder, as well as a Catholic Rite of Sprinkling and Blessing, and a BBQ. The Aboriginal Education Assistant worked with the teachers in class, to support authentic Aboriginal cultural experiences and perspectives through the curriculum.

Strong Teams

The success in this area was the strengthening of strong teams by being data-informed and literate. The use of a physical data wall in the Professional Learning Team room was backed up by CSO's Data Dashboard. The weekly collection of PM Benchmark data led to strong growth and an improvement in reading comprehension. The CSO's data collection schedule was maintained with the regular uploading of PM and PAT Reading and Mathematics data, as well as analysed writing samples of each term's Cold Write assessment tasks. The data wall was in the space where the children took part in a Breakfast Program and they were able to track their progress and receive regular feedback from their teachers.

The case management of students who haven't achieved learning targets was another focus in this area. Teachers and education assistants worked as a team with the Inclusion Support staff from CSO to identify, screen and provide Tier 2 and Tier 3 support for these children.

Student attendance rates were of concern due to post COVID-19 well-being issues. This team monitored these students and made COMPASS Chronicle entries, provided regular well-being checks and set in place a plan to address inconsistent attendance.

Excellence in Stewardship and Governance

The students continued their environmental awareness by recycling paper, drink containers and general waste. The Kindergarten to Year 3 students set up three garden beds and maintained these throughout the year. They were rewarded with a harvest of crops in Term 4.

The Principal and school secretary continued to maintain good governance and prudent financial management by utilising streamlined office procedures. The school secretary prepared for the introduction of the Tech One Finance package for 2023.

The Principal promoted a culture of feedback focusing on re-building relationships with parents, with the strategic intention of providing feedback on their children's learning as well as discussing attendance and well-being. The Principal took on the role of Inclusion Support Teacher and worked with the parents and CSO staff to address complex learning needs, some of which were imputed and awaiting referrals for support services and reports from medical professionals.

Parent Participation

The School Advisory Council was unable to meet physically as a group, however, the Principal kept in regular contact with members holding informal discussions and providing and receiving feedback.

The formation of a Parents and Friends Association was one of the year's highlights, as parent representation and voice were impacted over the past three years. The association was formed with the support of the CSO's Parent Engagement Office and the association set about fundraising for excursions, supporting the end-of-year Presentation Lunch and organising the inclusion of a blouse and shorts option for the girls summer uniform.

Cultural and Sporting

Sports events and excursions were reintroduced in 2022 with a school camp for Years 4 to 6 students at the Coffs Coast Adventure Centre in Term 4 and end-of-year excursions for Kindergarten to Year



3 students. 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. The school was able to attend cultural events including the Warialda Agricultural Show. Selected primary students also participated in the Brain Olympia at Holy Trinity Inverell. The End of Year Prize Giving Ceremony and Presentation took place in Term 4 along with the Year 6 Graduation.

All in all, 2022 was a successful year for promoting the school in the community and re-engaging with the families and the parish.

Joseph Dimech
Principal

1.2 A Parent Message

This year the P & F reformed, after a 4 Year hiatus, with a dedicated team of parents and friends hitting the ground running, half way through the year. The first meeting included the Catholic Schools Office providing guidance to the P & F association.

The P & F supplied funding for the recent excursion to Coffs Harbour for Years 4, 5 and 6, and the K-3 day excursions. Funding was provided for the Year 6 T shirt.

The St Joseph's family organised a couple of farewells for Joe Dimech in recognition of his eight years service. Thank you Joe for your dedication.

St Joseph's P & F would like to thank Shayne Smith for a great year and wish him all the very best for his future endeavours.

In 2023, we hope that more families and friends can come together and continue to build a happy Joey's family.

Danni Perrett
Chairperson
St Joseph's Warialda Parents and Friends Association

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 118 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

Throughout the year, St Joseph's students attended school masses in the church along with liturgies of the Word. Masses were planned in consultation with Fr Thaddeus and the 2022 Ordo. The students celebrated masses and First Friday Mass Devotions



The following Liturgies of the Word were celebrated: Opening School Year Mass, 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, as well as feast days, solemnities and the End of Year/ Graduation Mass.

Mini Vinnies students supported the Caritas Project Compassion Appeal, Warialda St Vincent de Paul Conference and Catholic Mission Month (Socktober). Feast Days are an important part of the faith life at St Joseph's. The school honoured and maintained the traditions established by the Sisters of St Joseph and maintained 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.

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. Five students and a sibling were baptised in Term 4.

Staff Faith Formation

A Staff Prayer Retreat Day took place in Term 3. Two Twilight Prayer Retreats were open to staff, parents and parishioners. Opportunities to build the faith of the parents and the wider community were made through school liturgies and through the online newsletter.

School Motto

The St Joseph's 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 with 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 supported St Vincent de Paul's Winter and Christmas Appeals. In October the school focused on Catholic Mission's World Mission Month and raised funds to support children in Ethiopia. The Mini Vinnies were unable to visit Naroo, Warialda's nursing home, due to ongoing COVID-19 visitor restrictions.

Involvement in Local Community Groups

St Joseph's students were actively engaged with the Warialda community. The children participated in the Anzac Day march and wreath laying ceremony and commemorated Remembrance Day at Captain Cook Park. Three students attended the 2022 Inverell Legacy President's Lunch and all took part 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 visited classes on a fortnightly basis. The school Principal met with Fr Thaddeus regularly throughout each



term and is a member of the Parish Council and Parish Finance Committee. St Joseph's offers the use of its facilities, in particular the school hall, to the parish.

Year 6 RE Test

Two students sat for the Year 6 Religious Education Test in 2022.

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	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 2022	TOTAL 2021
Male	2	2	1	2	1	1	1	10	5
Female	0	0	1	4	4	3	1	13	9
Totals	2	2	2	6	5	4	2	23	14

2.4 Student Attendance

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

The average student attendance rate for the school during 2022 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	75.0%	83.0%	87.0%	81.0%	79.0%	78.0%	69.0%	78.9%

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 NESAs Teacher Accreditation Provisional or Conditional level.	0
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	4
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs 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:

- St Joseph's provided various opportunities for students to demonstrate respect and responsibility. The Year 6 School Captains mentored the Year 5 student leaders. The captains led school assemblies which included prayer, singing the National Anthem and distributing merit awards.
- A Friday afternoon focus on well-being was used rather than holding formal assemblies. The students reflected on their learning and behaviour and created the forthcoming week's goals.
- Student merit awards using the Living Well, Learning Well Framework categories of I Am Safe, I Am Respected Valued and Cared for, and I am A Learner were used throughout the term.
- 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 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 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 23 parents contacted, 11 completed the survey a completion rate of 48%. 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 1.8.

The strongest areas of satisfaction were:

- I would recommend this school to others
- Overall I am satisfied with the education our child/ren receives at this school
- The school is a safe place for my child
- The staff at this school take an interest in my child
- Parent/teacher conferences are helpful at this school
- I have opportunities to be involved in the life of the school
- The school's reporting processes give me a good understanding of my child's progress and areas for improvement

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 eleven eligible students completed the survey representing 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 2.3

The strongest areas of satisfaction were:

- My school gives me opportunities to do interesting activities
- My teacher helps me to set specific targets to improve my learning
- My school gives me opportunities to do interesting activities
- My teachers care about me
- My teachers tell us what we are learning and why
- I am encouraged to care for others

Most students commented on having friends at school.

Staff Satisfaction

The Staff Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken in September. Ten staff completed the survey with a 83% 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 2.0.

The strongest areas of satisfaction were:

- There is an explicit school-wide emphasis on differentiating learning within each classroom
- Assessment is used to inform teaching and learning in an explicit way across the school
- I would recommend this school to others
- I have the opportunity to have input into decisions affecting my work in this school
- The use of data to improve student learning is a strong and consistent feature of practice across the school, inclusivity and the high level of one to one support given to the students.

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.

The school 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.



During the first half of the day, students work in two classrooms; K-2 and Years 3 to 6 with ability-based groups taking place in literacy and numeracy. 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.

Agreed practice in the literacy block saw growth in reading levels using PM Benchmarks and an improvement in writing using the VCOP/Big Write approach. The separation of the students into a K-2 and Years 3-6 groups allowed for Tier 2 and Tier 3 support for the students and this took the form of in-class intervention, withdrawal for intensive 1:1 support, withdrawal for Zoom support and support from visiting allied health professionals.

The students took part in extra curricula activities with other schools, such as sports events and the Brain Olympia.

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

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

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

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

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

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.

A number of students caught COVID-19 during NAPLAN and not all were able to complete all assessments.

3.3 Teacher Professional Learning

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

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



Whole staff development day professional learning activities in 2022 were:

Staff Professional Learning Activity	Date	Presenter
Child Safety, Code of Conduct, Emergency Evacuation and Lockdown Procedures	07/03/2022	Joe Dimech
Autism Spectrum Disorder	15/03/0022	Kristy Curry
Autism Spectrum Disorder	30/08/0022	Kristy Curry
Autism Spectrum Disorder	25/10/0022	Kristy Curry
K-2 Syllabus Introduction	23/08/0022	Kerrie Priddis
Staff Spirituality Retreat	12/09/0022	CSO Faith Formation Team
Analyphylaxis, Asthma and CPR Recertification	10/10/0022	East Corp Services
Working with the K-2 English and Mathematics Syllabuses	19/12/2022	Claire Ryan & Casey Chard

4.0 School Policies

4.1 Enrolment Policy

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

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

4.2 Pastoral Care Policy

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

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

- justly
- respectfully
- fairly

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

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



4.3 Student Discipline Policy

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

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

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

4.4 Bullying Prevention and Intervention Policy

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

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

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

4.5 Complaints Handling Policy and Guide

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

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

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

5.0 School Review and Improvement

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



Key Goals Achieved and Implemented in 2022	Key Goals for 2023
<p>Christ-centred Inclusive Catholic Community</p> <ul style="list-style-type: none"> • Increased student desire to become Catholic • Increased student voice • Resumption of regular liturgies and masses post-COVID restrictions • Welcoming parents onto the school grounds post COVID restrictions <p>Good Learning and Teaching</p> <ul style="list-style-type: none"> • Separation of the students into K-2 and 3-6 classes • Implementation of InitialLit K-2 • Data literacy • Improvement PM Reading data • Gradual Release Model in Writing and Mathematics • Using data to influence the direction for writing and reading • Meeting the needs of complex learning needs • Aboriginal perspectives inclusive in learning and teaching • Indigenous language program for Years 4 to 6 • Connection to Aboriginal and Torres Strait Islander families <p>Excellence in Stewardship and Governance</p> <ul style="list-style-type: none"> • Waste recycling (food, paper and containers) • School vegetable garden • Good governance and financial prudence 	<p>Christ-centred inclusive Catholic Community</p> <ul style="list-style-type: none"> • Sacramental Program to offer baptism, first reconciliation, first Eucharist and confirmation in 2023 • Building an inclusive learning culture through the involvement of parents in Living Well, Learning well as a catalyst for faith formation and understanding how children access the curriculum <p>Strong Teams that Enhance Teaching and Learning</p> <ul style="list-style-type: none"> • InitialLit Foundation for Kindergarten and InitialLit Level 1 for Year 1 & 2 • VCOP and Big Write (fortnightly) • MaST Maths Program Kindergarten to Year 2 • Setting up regular case management meetings with all key staff and parents whose children have complex learning needs • Setting up regular case management meetings with all key staff and parents whose children have poor attendance • Indigenous language program for Kindergarten to Year 6 • Regular meetings with Aboriginal and Torres Strait Islander families to focus on attendance and well-being • Gamilaraay and English signage for the school • Outdoor indigenous learning space with cultural sensitivity <p>Excellence in Stewardship and Governance</p> <ul style="list-style-type: none"> • Whole school approach to Laudato Si' involving students and their families • Reduction in food waste • Tech One Finance Software Implementation

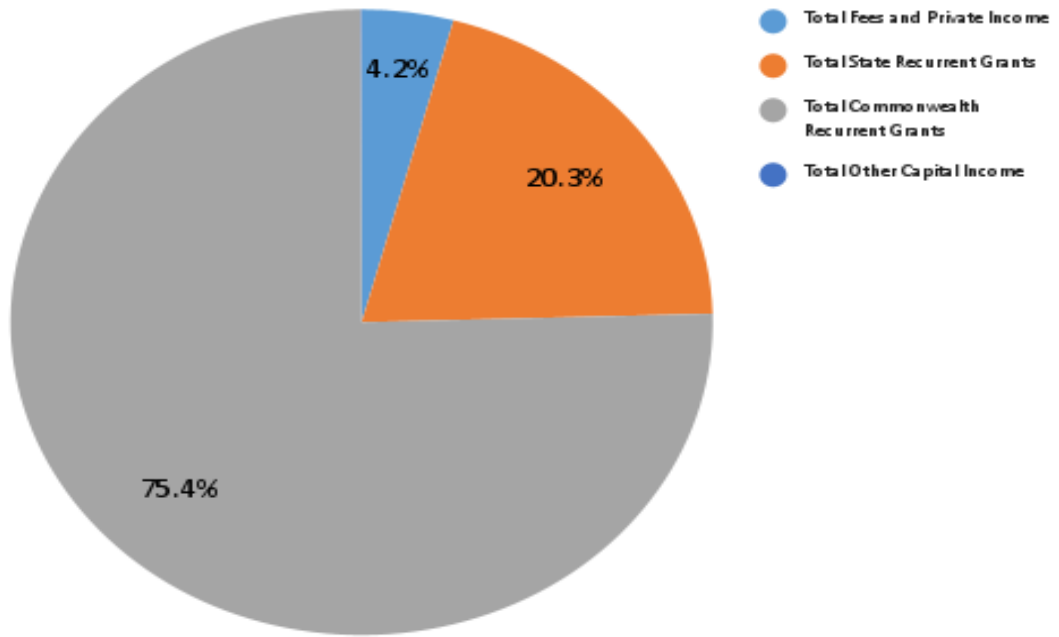
6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2022 is presented below:



2022 Income - St Joseph's Primary School, Warialda



2022 Expenditure - St Joseph's Primary School, Warialda

