

Annual School Report 2018 School Year

St Joseph's Primary School, Glen Innes



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Principal
Maria Mowle

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 to the School Community* for this year 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 Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 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 6732 1372 or by visiting the website at stjosephsgleninnes.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.

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

The regular celebration of Liturgy, transmission of knowledge and experience of the Catholic faith is central to St Joseph's. As a Catholic Professional Learning Community engaging in the Diocesan Collaborative Inquiry, St Joseph's educates students to engage in the world as successful lifelong learners, meeting the demands of a changing world with the skills of Communication, Collaboration, Creativity and Critical Thinking. Our explicit teaching and data driven, evidence based results orientation, drives teacher practice and the continuous improvement of the student's results.

At St Joseph's the students' needs and learning are central. Learners engage in experiences which meet the students' individual learning goals, enabling them to attain their success criteria. Professional collaboration enables teachers to design quality experiences for students. The staff commitment, expertise and pastoral care ensure that students thrive in a safe and stable learning environment. The response to intervention supports all students in their learning. A significant dimension of the school is staff and parents working collaboratively with commitment to, and passion for, the students' needs.

Maria Mowle
Principal

1.2 A Parent Message

Our academic results have been outstanding with students performing well above the State average for NAPLAN. Our school continues to punch well and truly above its weight to deliver opportunities to our students that ensures they are all-rounders. The Principal and her hard-working staff had another very busy year making sure that our student body were able to attend the myriad of events on the academic, sporting and extracurricular front. The well-run swimming and athletics carnivals were their usual success and ably supported by the parents who filled many volunteer roles.

Many of our students went on to further representative levels and were great ambassadors for the school. Students achieved sports success at high levels. Our students also attended, Science in the Bush, Brain Olympia and New England Sings and each case were enthusiastic participants. As usual our P&F has been very industrious and finished the year with a bang via their well run and attended "Trivia under the stars" in November. On behalf of the School Advisory Committee I would like to congratulate and thank all those involved, staff, students, friends and family on another impressive year of operation.

Mr Sam Baker
Chairperson
School Advisory Council



2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 134 years of Catholic education.

The parish priest Fr Richard Gleeson 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.

The school is part of St. Patrick's Parish Glen Innes, with the Principal and Religious Education Coordinator working closely with the Parish Priest. Staff assisted the Parish Priest implement a Parish Based Sacramental programme. The school assisted the Parish community in coordinating and organising the celebration of key Sacraments of Initiation. Year 2 students were invited to prepare for the Sacrament of Reconciliation, with Year 3 students preparing for First Holy Communion and Stage 3 preparing for the now bi-annual Confirmation. Staff assisted with parent meetings, preparation and supervision of catechesis sessions and the presentation of a retreat morning for Confirmation candidates. Staff formed a student choir and prepared the Parish Family Christmas Mass. The school choir performance enabled Parish involvement in the Community Carols service.

The School liturgical life is based on the celebrations of the Liturgical Year and significant Feast days. Opportunities occurred for the students and parents to join the Parish community to celebrate the Eucharist at Whole School and Primary Stage Masses. Each term Infants classes prepared and attended Liturgy of the Word Services. The whole school community joined with the Parish community to celebrate the following feast days and events: Opening School Year Mass, Ash Wednesday, Feast of St Joseph, Mother's Day, Mary Help of Christians, Ss Joachim and Anne (Grandparents Day), Father's Day, Feast of St Mary of the Cross MacKillop, the Assumption, All Souls Day, end of School Year Mass. School students serve at the altar for school and weekend Masses.

Students participated in whole school prayer liturgies; Beginning of the school year, ANZAC Day, National Aboriginal and Torres Strait Islander week, and Remembrance Day. The school hosted the 'Diocesan Year of Youth Cross', allowing each class a quiet time of reflection and prayer around the cross.

The Sacrament of Reconciliation was available for primary students. Each class prayed every morning, prior to meal time and at the conclusion of the day. Stage 3 students attended retreat days prepared and lead by staff members.

School meetings (P&F, School Advisory Council, Staff and Class) and assemblies started with a prayer. Staff led Prayer was held each Friday morning. Staff members attended the Armidale Diocesan retreat days and twilight prayer reflections. All staff participated in a PL/Faith Formation Day on the core principle of the 'Common Good'.

Social Justice is integral to the Religious Education Curriculum and individual teaching units address these issues. The school community, through the SRC and Mini Vinnies, raised funds for CARITAS, Catholic Missions (Drought Appeal) and the local St Vincent de Paul Society.



Students in Years 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 50)	
Year 6	27

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 2018	TOTAL 2017
Male	12	8	19	13	14	14	12	92	95
Female	8	17	13	24	23	13	17	115	120

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, our 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 2018 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	87.0%	87.0%	88.0%	89.0%	88.0%	91.0%	89.0%	88.4%



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 nonattendance 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.	2
2. Those teachers at the NESA Teacher Accreditation Proficient level.	12
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.	14
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	4



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 student leaders, consisting of the School Captains, House Captains and Student Representative Council, were exemplary role models for younger students and accepted responsibility for a number of tasks around the school, and also representing the school in the wider community. The school contributed to the Glen Innes community through participation in the local show, ANZAC and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer, Community Christmas Carols and the Red Cross Christmas Tree Display. The school held a fundraiser with the proceeds going to local Drought Relief.

The Restorative Justice approach was also utilised by teachers in their approach to behaviour management issues and was monitored through BART – Behaviour Analysis Reporting Tool. The school also implemented an approach called 'Growing with Gratitude' which focuses on respect for others and taking responsibility for oneself. Students are taught to develop habits of mind which include kindness and service to others.

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

In 2018 an external company was employed by the Diocese to conduct a comprehensive survey covering aspects of school life. Parents were asked to complete surveys on their satisfaction regarding the school, education of their child and engagement in the learning process. Parents were surveyed about whether they consider the school a safe place to be, the school's communication and reporting processes, celebrations, use of technology and opportunities for parental involvement. Parents agreed staff took an interest in their child and felt they were challenged to learn, and happy with their progress. Parents believed they can make contact with their child's teacher easily with concerns responded to quickly. Catholicity is seen as a school priority and staff, students and parents were involved in the religious life of the school. The school encourages volunteers to work with students and teachers, volunteers are made feel welcome and valued. Parents agreed that the school is kept clean and well maintained. Parents indicated that they agreed/agreed strongly with the areas listed above. The Advisory Council and Parents & Friends also provided valuable feedback to the school.

Student Satisfaction

In 2018 an external company was employed by the Diocese to conduct a comprehensive survey covering aspects of school life. Students were asked to complete surveys on their satisfaction regarding the school. The students indicated that they liked being at the school and felt safe. The students believed that their teachers cared about them and encouraged them to do their best. School leaders are viewed by the students as being approachable, and students are encouraged to be good community members. Students found lessons interesting and believed teachers tell them what they are learning and why. Activities are interesting and students have teacher feedback and targets set to improve their learning. Students believe that Religious Education is taught well at the school and the school helps them to be more involved with prayer. Students also believe that they are encouraged to care for others. They see that their successes and achievements are celebrated. As a whole, students would recommend this school to others.



Staff Satisfaction

In 2018 an external company was employed by the Diocese to conduct a comprehensive survey to determine the level of satisfaction felt by teaching staff. The survey feedback showed the teaching staff felt a lot of satisfaction working in the school. They would recommend the school to others and are happy with the school's facilities and provision of resources. School leaders know staff members as a 'person' and support their well being, they encourage professional learning, professional conversations and improvement in practice. The school promotes targets for student learning and uses assessment to inform learning and teaching. Opportunity is provided to share skills and knowledge with others whilst also providing access to professional learning leading to improvement in teaching practice. Technology is provided to enhance student's learning. Student achievements are recognised and celebrated. High priority is given to our religious identity and core Catholic Principles and Values are explicitly taught in this school.

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.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

Staff at St Joseph's School Glen Innes continued their commitment to improving student faith and learning outcomes for students in 2018. Catholic Core Principles and Values continued to be permeated throughout all KLA's in a meaningful and purposeful manner.

Through the continued implementation of the Collaborative Inquiry Initiative, staff embedded the 14 Parameters throughout their practice, particularly consolidating a daily, sustained focus on literacy instruction. Teachers and students implemented a new timetable in order to facilitate the 120 minute Literacy Block which focused on quality pedagogy and the gradual release of responsibility model.

Collaborative practices were further embedded through a case management approach. Teachers collected and analysed data, using the whole school data wall to approach student learning on a case by case basis. Teachers collaboratively developed and consistently monitored effective assessments in order to inform the learning and teaching through professional learning team meetings each fortnight.

Teachers engaged in professional learning at school staff meetings. This learning was targeted to meet the learning needs of teachers and students so that teacher capacity was built in order to implement the non-negotiables of a Catholic Professional Learning Community. Teachers completed learning in a range of areas including learning intentions and success criteria, analysis of data, differentiation, the National School Improvement Tool, National Disability Standards and faith formation.

Students in Years 3 and 5 participated in NAPLAN using the Online platform in 2018. Teachers and students engaged in preparation tasks that ensured ICT skills and processes were of a high standard. Teachers engaged in analysis of NAPLAN data through SCOUT which enabled much professional discussion and learning. Some students also participated in other external testing, achieving strong results.



Students continued to gain access to a range of opportunities at St Joseph's in 2018, including STEAM and robotics, coding, virtual reality, sporting, and creative performances. Notably, St Joseph's boasted high numbers of students representing the school at Diocesan and Polding level for a range of sport and performing at cultural events including New England Sings!

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, 36 students presented for the tests while in Year 5 there were 27 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 is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

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



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	30.3	17.1	23.9	37.1	22.5	14.3	13.8	8.6	5.9	11.4	2.0	2.9
Writing	15.2	0.0	30.0	32.4	29.5	23.5	15.6	41.2	5.4	2.9	2.9	0.0
Spelling	27.2	5.6	23.6	33.3	21.9	38.9	14.8	11.1	7.6	5.6	3.2	2.8
Grammar and Punctuation	32.1	25.0	24.4	11.1	18.2	22.2	13.2	8.3	7.4	11.1	3.0	5.6
Numeracy	18.4	19.4	23.7	27.8	26.6	30.6	18.8	16.7	8.6	2.8	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.7	18.5	22.4	25.9	26.6	22.2	20.0	14.8	9.5	3.7	3.3	3.7
Writing	4.0	3.7	12.3	0.0	30.4	37.0	30.3	33.3	14.5	14.8	7.3	11.1
Spelling	15.2	11.5	23.4	26.9	28.2	34.6	19.2	11.5	8.8	11.5	3.6	3.8
Grammar and Punctuation	15.7	19.2	22.3	23.1	28.1	11.5	18.5	23.1	9.3	11.5	0.0	0.0
Numeracy	11.6	15.4	19.2	19.2	29.0	46.2	25.0	15.4	11.1	3.8	2.6	0.0

NOTE: Where a year level has five or less students the information is 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.

The School held the equivalent of five staff development days this year with the areas of focus as follows:

Term 1	Day 1 - Pedagogical Development and Compliance Requirements, including Child Protection. Day 2 - Peter Miles: Classroom Behaviour Management.
Term 2	Day 3: Catholic Values and Principles - Common Good.
Term 3	The school did not hold a Staff Development day in term 3, as it held 2 days in Term 1 and Term 4.
Term 4	Day 4: Professional learning including topics on Success Criteria, STEM, Google Classroom, Formative Assessment. Day 5: Professional learning including topics on Positive Classroom Relationships, Numeracy, Annual Improvement Plan and Collaborative teams focus.

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 Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stjosephsgleninnes.catholic.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy



Jesus Christ and his teachings are the basis of all we do at St Joseph's Primary School. Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe 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. We aim to bring this about in our 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 stjosephsgleninnes.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 stjosephsgleninnes.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 our 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 stjosephsgleninnes.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 our 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 our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stjosephsgleninnes.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 School's 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 improvements Achieved in 2018

The continuation of the Leader of Pedagogy role assisted in the instructional leadership of the school by undertaking learning walks and talks, instructional coaching, implementation of an uninterrupted literacy block and common assessment practices. The school continued to focus on improving student faith and learning outcomes through implementing the practices of the Collaborative Inquiry Initiative (CII) and the CSO non-negotiables. Staff taught collaboratively in professional learning teams and collaborative learning spaces to embed the non-negotiables and improve student achievement. Staff continued to engage with data, in particular in the areas of reading and comprehension, in order to put individual faces on the data.

Case management meetings were held. Teachers engaged in professional learning on the new syllabi. Improving student capacity in the use of technology and STEAM for learning was a focus. The Growing with Gratitude wellbeing program was implemented across the school in 2018. The School continued professional learning in Catholic Values and Principles, specifically common good, to support their commitment to the evangelising mission to the school.

Priority Key Improvements for 2019

A number of initiatives were implemented including, Lyn Sharratt's Putting Faces on the Data, faith formation of students and the gradual release of responsibility. These will continue to develop in 2019. With a tight focus on Case management, opportunities for development in pedagogy will be in abundance. In particular the continuation of refining staff skillsets around writing learning intentions and success criteria will promote a culture where students take ownership of their learning. Furthermore, alignment of pedagogy will consolidate the collaborative inquiry initiative previously visited in 2018 to ensure an efficient and evidence based practice. New additions to curriculum documents will provide an opportunity to evaluate current programs to ensure they meet the required standards.

The Big Write and VCOP strategies will provide embedded changes throughout uninterrupted morning literacy blocks across all stages. Additionally, Numeracy will also be evaluated by the end of the year so that best practice will be established and implemented. All of these improvements are aligned with the Diocesan Annual Improvement Plan 2019, and National School Improvement Tool.

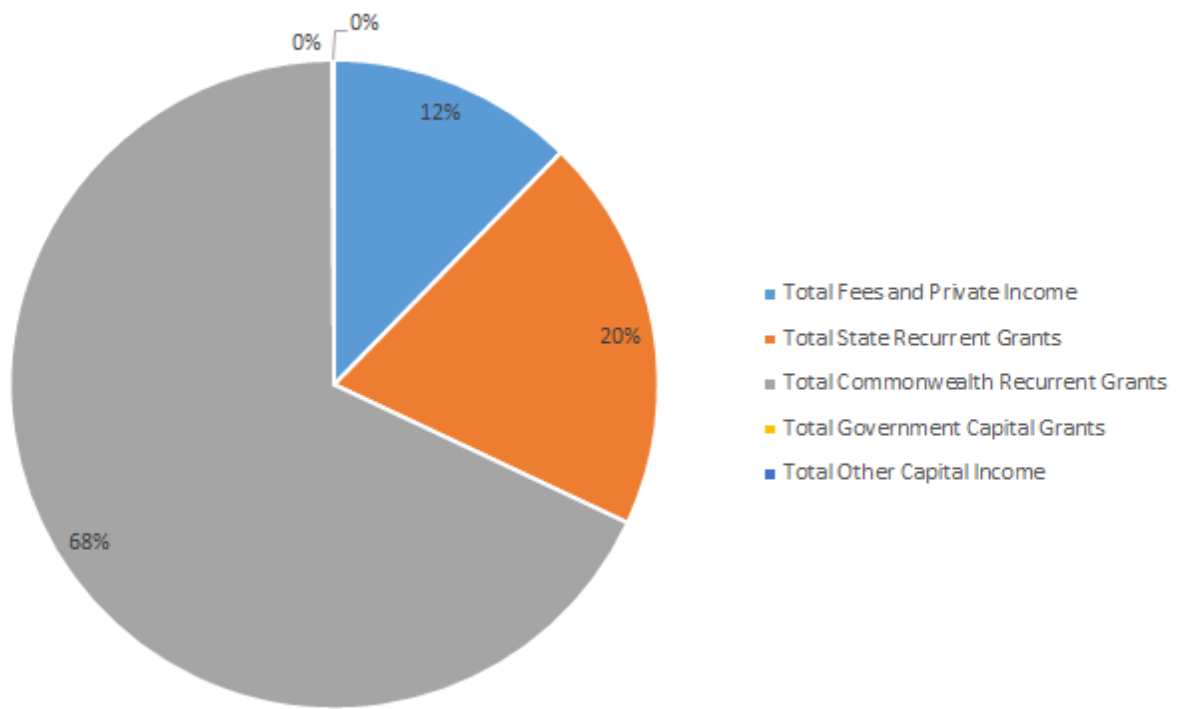
6.0 Financial Information

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 2018 is presented below:



2018 Income - St Joseph's Primary School, Glen Innes



2018 Expenditure - St Joseph's Primary School, Glen Innes

