

# Annual School Report 2019 School Year

St Joseph's Primary School, Barraba



60 Fitzroy Street  
Barraba NSW 2347

Phone 02 6782 1685  
<https://stjosephsbarraba.catholic.edu.au>

Principal  
Simon Fleming

## **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 2020 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 6782 1685 or by visiting the school's website <https://stjosephsbarraba.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 school motto is "In All Things Charity" and it is this founding statement that is at the heart of the school community. St Joseph's enjoys the fervent support of the parish and local community. This strong sense of community is fostered within the students who are both encouraged and supported in their participation in local community events and ceremonies.

Religious Education and faith formation was strong throughout the year. Students attended masses, celebrated the Sacraments of Reconciliation, Confirmation and Eucharist and raised money for a number of charities. Many learning opportunities were experienced and students achieved pleasing results across all Key Learning Areas.

Simon Fleming  
Principal

### **1.2 A Parent Message**

This was another successful year for the School Advisory Council (SAC) with fundraising for St Josephs. Hosting the Diocesan Cross Country, catering for Frost Over Barraba, holding Barraba Ninja Knock Out and catering for the Tycolah Bull Sale were our main fundraisers. Each were supported by staff, parents and students of the school and the outcomes were a credit to how well our community works together. The Ninja Knock Out was in particular a stand out, hosting a fun filled family afternoon for the whole Barraba community to enjoy with activities which allowed everyone to forget about the shocking drought that was consuming everyones lives. Over \$5000 was raised for the school from that fundraiser and it was fabulous for us to realise that over \$4000 of that money came from outside our community; donors came from far and wide to support us.

The cattle drive fundraiser continues to be a success, with many families supporting this initiative by having a steer or two on their farm, even during the trying times of the recent drought.

The SAC was able to subsidise money for the wonderful school excursions to Canberra for Years 5 and 6 and to Lake Keepit for Years 3 and 4. The soft fall underneath the play equipment and the new bubbler were made possible through fundraising. The SAC also contributed money towards the purchase of Chromebooks.

The SAC would like to thank the staff of St Josephs Barraba for the high level of teaching they continue to provide to the students and the personal care, professionalism, leadership skills, expertise, friendship and ability to adapt to anything that is thrown at them. Thank you and congratulations. We all feel so proud to be involved with such a wonderful little school community.

Melissa Bowman  
Member  
School Advisory Council



## 2.0 This Catholic School

### 2.1 The School Community

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

Last year the school celebrated 109 years of Catholic education.

The parish priest, Father John Curran, 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 Religious Education Co-ordinator, Principal and class teachers liaise with the Parish Priest Father John Curran, when preparing the children for sacramental programs and for whole school masses and liturgies. Parents of students in sacramental classes attend a parent information meeting with the parish priest, class teacher, REC and Principal at the commencement of each instruction period. At these meetings parents are informed about the sacrament, the sacramental program and procedures for the celebration.

Each year, students in Year 2 receive the Sacrament of Reconciliation for the first time. Year 3 students are prepared in class to receive the Sacrament of the Eucharist. The Sacrament of Confirmation is celebrated biannually for children in Years 5 and 6.

The celebration of each Sacrament is very special and the children participated with great reverence.

Celebrating Mass, when possible, is an integral part of the faith journey of everyone at St Joseph's. The parish priest provides guidance through his homilies and interactions with the school. He assists all the children to recognise that they are each an important member of the Church. Parents and friends are always welcome to join the school in celebrating the Mass. Children are also able to sit with their families during school masses. Sr Petra is also a wonderful asset to the faith life of the school. She visits regularly to talk to the children, staff and parents, attends school masses and offers pastoral care to the community.

Special occasions and feasts are celebrated at St Joseph's through both liturgical and eucharistic celebrations.

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 50)	
Year 6	19

### 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 2019	TOTAL 2018



<b>Male</b>	4	2	5	3	7	2	7	30	31
<b>Female</b>	3	3	4	1	10	5	5	31	32
<b>Totals</b>	7	5	9	4	17	7	12	61	63

## 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 2019 is shown in the following table.

	<b>Year K</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>All Years</b>
<b>Average Student Attendance Rates</b>	86.0%	86.0%	90.0%	88.0%	87.0%	90.0%	89.0%	88.0%

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;



- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the 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.	4
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	4
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	2

## 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:

- Lessons promoting respect and responsibility are taught in each class and are embedded within Religious Education and PDHPE lessons.
- The School Captains and House Captains are elected by their peers and given roles of responsibility and all other students are rostered onto tasks around the school such as ringing the bell, raising the flag and leading school assemblies to help promote a sense of responsibility.
- Participating in activities that show respect for the people of this community. These activities include
  - attending the ANZAC Day service where the students marched to the memorial,
  - the Barraba Show where the students' work was displayed,
  - the Remembrance Day Service and



- students were encouraged to become members of local sporting teams and organisations including Mini Vinnies.

## **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**

Overall, parents are very satisfied with the educational opportunities offered at St Joseph's. Parents recognised that the school embodies a positive teaching and learning environment. The parents enjoyed the small school atmosphere. Consequently, the personal touch offered is highly valued by parents. The friendly and caring atmosphere that epitomises St Joseph's is identified by parents as the quality they like the most. Subsequently, the sense of community is strong with parents feeling their children are well supported and cared for. The promotion of Christian and family values is important to parents. Parent satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback through parent bodies.

### **Student Satisfaction**

Overall, students are very satisfied with the educational opportunities offered at St Joseph's. The students enjoyed the wide range of learning opportunities the curriculum offered and the many opportunities that they had to use a wide range of technology. The new flexible seating in class seating was a highlight for them. The students particularly enjoyed the friendships they made with students of various ages. Playing sport with their friends and having the opportunity to play a variety of games during break times, as well as during Sport and PE, is a highlight. The school has a wide range of sporting equipment that encourages the students to play. Canteen each Monday and Friday was another highlight. Student satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and feedback from school leaders.

### **Staff Satisfaction**

The members of staff at St Joseph's expressed a high level of job satisfaction. They enjoy working in an environment that is professional, open and friendly and is based on respect and understanding. All staff members experienced the support of colleagues and also felt supported by the wider school community. The relationship the school has with Father Curran and Sr Petra is intrinsic to fostering a strong and positive sense of community. Collaborative programming, Professional Development based staff meetings and co-teaching promoted positive professional growth amongst all members of staff who value opportunities to update their skills and knowledge. All members of staff are committed to ensuring a high standard of teaching and learning. Staff satisfaction is gauged in a number of ways including a school survey, anecdotal evidence and oral feedback from members of staff.

## **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.

This year, a co-teaching model was adopted during the Monday to Thursday literacy blocks. This allowed two teachers to be on class together, thus providing more support for the students. More experienced teachers were able to share their knowledge and model lessons and classroom management techniques. Years K-6 were divided into small groups for reading and great results were achieved.

Additional needs remained a strong focus, with the Special Needs Teacher working with teachers to ensure the needs of students were catered. Minilit and MacqLit Programs supported the literacy teaching. Throughout the year an Education Assistant worked intensively with small groups of students during literacy block times. All this hard work was rewarded with the students making very pleasing progress with literacy. The Leader of Pedagogy monitored the program and overall student achievement within the school. This work was fundamental in ensuring the success of the program.

Academically, St Joseph's experienced many learning opportunities and the children achieved pleasing results, particularly in reading. Writing continues to be a focus for improvement.

Student representation was strong at many sporting events with students travelling across the diocese to compete in swimming, athletics, netball, rugby and touch football. This year, the school hosted the Diocesan Cross Country, it was a very successful day and a huge effort by the school community. Good sportsmanship and fair play were characteristics of the way students from St Joseph's competed.

## **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, 4 students presented for the tests while in Year 5 there were 7 students.

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

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

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

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

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





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

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
<b>Reading</b>	10.5	0.0	27.4	0.0	32.6	42.9	16.0	0.0	8.5	57.1	2.3	0.0
<b>Writing</b>	3.5	0.0	10.9	0.0	30.8	14.3	36.7	42.9	11.6	42.9	6.5	0.0
<b>Spelling</b>	7.9	0.0	21.6	0.0	30.4	0.0	24.7	57.1	9.1	28.6	3.0	14.3
<b>Grammar and Punctuation</b>	8.4	0.0	17.5	0.0	27.5	0.0	24.9	57.1	11.9	28.6	3.7	14.3
<b>Numeracy</b>	4.0	0.0	13.0	0.0	37.8	28.6	30.4	57.1	10.0	14.3	2.1	0.0

### 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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Introduction to Big Write and VCOP	29/01/2019	Jamie McDowall
Compass Training	11/11/2019	Natalie Gurr
Well Being System Conference	11/06/2019	CSO - Various
Well Being System Conference	12/06/2019	CSO - Various
Emmaus Process for programming	03/09/2019	Jacqueline Cronin
Assessment and reporting	12/11/2019	Simon Fleming
Strategic planning for 2020	19/12/2019	Simon Fleming



## **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://stjosephsbarraba.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

### **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://stjosephsbarraba.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://stjosephsbarraba.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://stjosephsbarraba.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://stjosephsbarraba.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 improvements achieved this year	Key Improvements for 2020
<p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>• Embedded Catholic Principles and Values throughout all areas of the curriculum.</li> <li>• Developed the REC role to better support school staff in the teaching of Religious Education, specifically using the Emmaus Process.</li> <li>• Implemented the Prayer Scope and Sequence across all stages.</li> <li>• Ensured all teachers are confident in preparing school masses with their classes.</li> <li>• Ensured teachers are confident in preparing staff prayer using scripture and the four step (we gather, we listen, we respond, we go forth) process.</li> </ul>	<p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>• Ensure meaningful embedding and exploration of Catholic Principles and Values.</li> <li>• Ensure that each KLA program has an embedded lesson that links a Catholic Principle or value to the content being covered. The lesson should be highlighted within the teaching program.</li> <li>• Teachers and students can articulate the Catholic Principles and relate these to their learning.</li> <li>• Catholic Principles are visible in each classroom.</li> <li>• Foster faith formation opportunities for the whole school community.</li> <li>• Faith formation includes ongoing student led masses.</li> <li>• Support for a Youth Mass each term with students leading a Parish Sunday Mass.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• Further developed teacher pedagogy through implementation of the Non-negotiables of a Catholic Professional Learning Community and Sharratt's 14 Parameters.</li> <li>• Improved pedagogy in reading workshop.</li> <li>• Improved pedagogy of Writing incorporating VCOP and Big Write and Word Study.</li> <li>• Developed a numeracy block with agreed practice working with numeracy coach.</li> <li>• Used data to improve differentiation of student learning across the school.</li> </ul>	<p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• Develop an engaging and viable approach to curriculum development through effective programming and assessment that embeds evidence of learning and rich learning tasks.</li> <li>• Development of consistent whole school programs that reflect rich learning tasks and effective assessments using a variety of strategies.</li> <li>• A focus on evidence of learning and how this evidence is used in formative assessment to adjust teaching and pedagogy.</li> <li>• The viable curriculum promotes key outcomes to ensure depth of learning.</li> <li>• Evaluate, monitor and structure curriculum to ensure substantive growth in literacy and numeracy.</li> <li>• Monitor programs to ensure a viable and substantive curriculum approach that critically measures student growth that is reflected in data walls.</li> <li>• A collaborative approach to marking to ensure consistency of marking and grading.</li> <li>• Growth in literacy and numeracy is expressed in the assessment data.</li> <li>• Weekly literacy block contains a cross curricular perspective including numeracy and is planned, reviewed and assessed.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Lead Learning</b></p> <ul style="list-style-type: none"> <li>• Built the capacity of all staff.</li> <li>• Personal Learning Plans developed for staff based on their identified needs and AITSL standards.</li> <li>• Budget allocated for staff to complete their own Professional Development through professional learning meetings to improve data analysis, differentiation and assessment.</li> <li>• Continued working with cluster coach to challenge teachers to evaluate their practices.</li> <li>• Improved capacity in the delivery of the science and technology syllabus through professional learning meetings.</li> <li>• Improved capacity in the delivery of the PD/H/PE syllabus through professional learning meetings.</li> <li>• Continuing to up-skill the Leadership team through QELi and BBI courses to lead capacity building within the school.</li> </ul>	<p><b>Lead Learning</b></p> <ol style="list-style-type: none"> <li>1. Build Capacity of the Leadership team: <ul style="list-style-type: none"> <li>• Continue study through BBI.</li> <li>• Timetabled professional reading and sharing time.</li> <li>• Continue to pursue professional development opportunities.</li> <li>• Budget allocated for staff to complete their own Professional Development.</li> </ul> </li> <li>2. Build the capacity of teachers and educational assistants: <ul style="list-style-type: none"> <li>• Budget allocated for staff to complete their own Professional Development.</li> <li>• Professional learning meetings with staff to improve data analysis, differentiation and assessment.</li> <li>• Development days specifically designed for Education Assistants</li> </ul> </li> <li>3. Build the capacity of the student leadership team: <ul style="list-style-type: none"> <li>• Give set responsibilities around the school including leading assemblies, monitoring the recycling program, running the sport shed more efficiently and listening to student concerns.</li> <li>• Hold fortnightly meetings with the school leadership team to plan and evaluate best practice.</li> </ul> </li> </ol>
<p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Teams were provided with additional time to co-plan, collaborate and support each other.</li> <li>• The school engaged the services of Centacare to support students, teachers and families when higher level support is required.</li> <li>• Promoted and facilitated the REALTALK workshops for students and parents around cybersafety, personal development and relationships.</li> </ul>	<p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• Implement a new well being program across the school community which is designed to improve the learning dispositions of students.</li> <li>• These dispositions consist of engagement, persistence, resilience and are self directed and reflective.</li> <li>• Students will participate in workshops in their house teams to understand and develop these dispositions in order to become more independent and creative learners who are able to problem solve.</li> <li>• The Leader of Pedagogy will have extra time to work with teachers in a coaching role to build their capacity in the classroom for the benefit of students.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Due to up-skilling within the school, staff became more confident in their ability to teach quality differentiated lessons.</li> <li>• Students showing more resilience in both social and learning situations.</li> <li>• Increased awareness of the cultural identity of indigenous students was evident.</li> </ul>	<p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Ensure that pastoral care supports the learning community.</li> <li>• Pastoral care that includes parents, students and staff involved in the learning and development of each student.</li> <li>• Pastoral care should include learning goals, physical care and well being, spiritual and faith formation.</li> <li>• Parents to be informed of learning goals and a consistent approach to home learning is developed.</li> <li>• Foster a culture of learning that includes shared responsibility and high expectations.</li> <li>• Learning becomes the major goal for all members of the community.</li> <li>• The classroom becomes a learning setting that challenges students' ability to problem solve, become adaptable, resilient and creative in their approach to learning.</li> <li>• Learning is celebrated and that a collaborative approach to learning exists as well as the need to develop independent learning skills.</li> <li>• Problems with behaviour are resolved based on a shared understanding of the learning environment and restorative justice.</li> </ul>

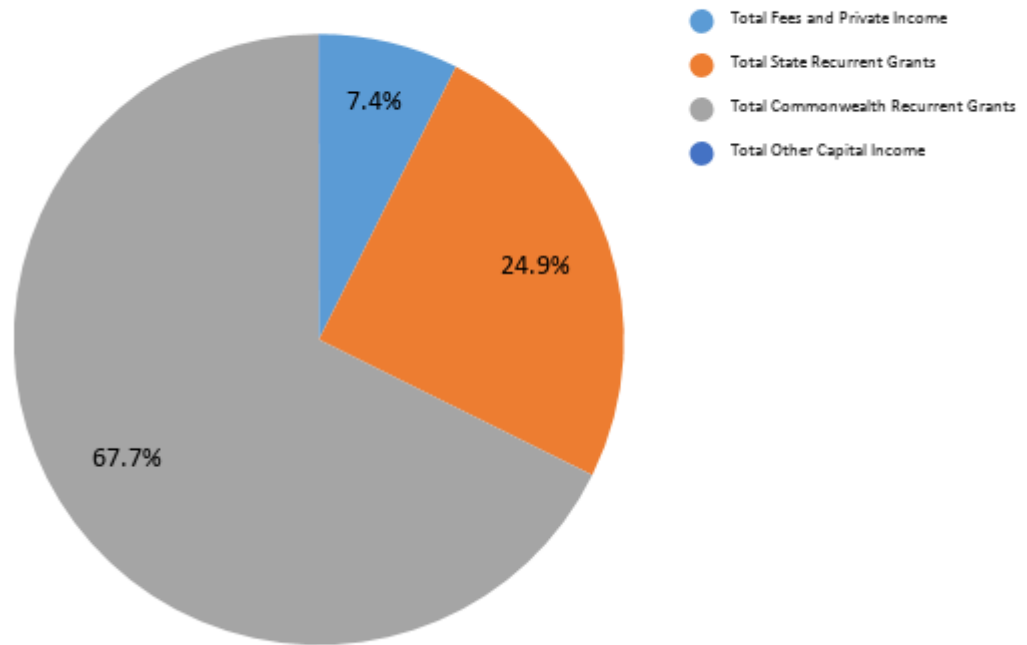
## 6.0 Financial Information

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 2019 is presented below:



2019 Income - St Joseph's Primary School, Barraba



2019 Expenditure - St Joseph's Primary School, Barraba

