

Annual School Report 2019 School Year

St Joseph's Primary School, Uralla



Wood Street
Uralla NSW 2358

Phone 02 6778 4063
<https://stjosephsuralla.catholic.edu.au>

Principal
Judith Elks

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 6778 4063 or by visiting the school's website <https://stjosephsuralla.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.

St Joseph's Primary School is a small rural Catholic systemic co-educational school located in Uralla. St Joseph's was established by the Sisters of Saint Joseph in 1886, during which year Mother Mary MacKillop (Saint Mary of the Cross) paid a visit to the school. Mother Mary wrote in her diary on 29 April 1896 that she 'was very pleased with the school and children'.

St Joseph's is a vibrant Christ centred community well supported by the parish and parent body. The Gospel values, including faith, respect and service, guide and permeate all learning and behaviour. A high standard of education is provided for the students, strengthened by the teaching and example of Catholic faith and tradition. Students are encouraged to develop to their full potential in an inclusive and supportive climate of love, respect and acceptance.

Student engagement is the key to learning. Dedicated and enthusiastic teachers strive to ensure that student learning is both meaningful and inspiring. Students are exposed to an array of activities that encourages them to extend themselves in all Key Learning Areas of the curriculum. They develop values, skills and knowledge within an engaging and inspiring environment. Classrooms are large flexible learning spaces that are very well resourced and allow for 21st century learning to take place. Students access to Chromebooks, iPads and promethean boards add further support to their learning and allow them to keep up to date with the ever changing world of technology.

Teacher capacity continues to be built in delivering the curriculum to students by working collaboratively to enhance a more flexible and engaging learning program. Focus is maintained on the needs of each and every individual student and adapting programs to promote maximum learning growth and well being.

Many extracurricular activities are included that engage students and support the delivery of the NSW Syllabus including St Joseph's Primary School sheep manure business and the garden project, which not only beautifies the school but also provides fresh vegetables for students to snack on. There are many and varied visiting incursions and co-curricular and extra-curricular excursions. Specialist coaches are accessed to support the sport program, enabling improved skill development for students.

School community involvement is very important. The school values its place in the wider community, taking part in a variety of local and Diocesan cultural and sporting activities. Students visit McMaugh Gardens and the local nursing home on a weekly basis. Participation in the ANZAC Day March, Remembrance Day ceremony, Thunderbolt Festival and Carols in the Park are highly valued community activities.

This year, a before and after school hours care service was established within the school grounds. This facility supports families by providing care for students outside of school hours. This service is open to the entire Uralla community for all students K-6.

Judith Elks
Principal

1.2 A Parent Message

The P T & F of St Joseph's Primary School strongly supports the school community in a variety of ways.



Our 22 families offer their help and support in whatever way they can to assist the school in its educational, fundraising and community building endeavours. While not all families can attend meetings, many are willing to be involved wherever possible.

Some events were been supported by the P T & F in 2019 included the week-long Street Stall, catering at the Thunderbolt Festival, organising raffles, supporting Grandparents Day, Book Week and the St Joseph's Fete. All these events provided an opportunity for the school to be promoted and allowed the school to be actively involved in the community.

The P T & F fundraising activities helped provide excursion and incursion activities for the students as well as important educational resources throughout the year. During 2019, we were also able to assist the school in purchasing new furniture for the classrooms.

The parents of St Joseph's are proud of the school and value the opportunity to be a partner in their children's education. This partnership is based on regular and open communication between parents and teachers.

Mark Hayes
President
P T & F

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 134 years of Catholic education.

The parish priest, Monsignor Edward Wilkes, 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 continued to implement the Core Catholic Principles and Values within all Key Learning Areas (KLA). The Opening School Mass was again a great way to start the new school year, asking for God's blessing and guidance for the year ahead. During this Mass, the School Leaders for 2019 were inducted and received their badges. School masses were held each Friday and each class took it in turn to prepare the readings and participate in the procession of the gifts. Students in Years 3 to 6 are invited to Altar serve school masses as well as weekend Mass. They participate during Mass by reading, taking up the offertory or singing in the choir. Parents and Friends are invited to attend the weekly School Mass. Special liturgies and/or masses are celebrated at other significant times throughout the year. In 2019 these included Ash Wednesday, Holy Week, The Feast of Mary MacKillop, The Feast of the Assumption, The Feast of St Joseph, Advent and the end of year Graduation Mass.

Catholic children in Year 3 received First Eucharist in May, the Year 2 students received the Sacrament of Reconciliation in November and Year 5/6 students were Confirmed in August. Catholic Principles and Values (CPV) underpin all that is done in Catholic schools. These principles and values were explicitly taught in every KLA this year. Through the teaching of the CPV students are aided in developing a world view that focuses on God and His desire for us to create a world where everyone is cared for and respected. This includes the commitment to look after the environment.



The Religious Education (RE) focus in 2019 was to build prayer within the school community. Students were encouraged to take an active role in prayer within the school and were encouraged to lead daily prayer within their classrooms. St Joseph's students were encouraged, through their lesson, to reach out and help those in need by active participation in such things as the Charitable Works and Catholic Mission fundraisers, and by being members of the Mini Vinnies group.

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	20

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
Male	4	1	1	2	1	2	1	12	10
Female	1	3	2	2	2	4	4	18	22
Totals	5	4	3	4	3	6	5	30	32

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.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	89.0%	87.0%	89.0%	91.0%	91.0%	89.0%	88.0%	89.1%



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.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	4
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	4
6. Number of staff identifying as Indigenous employed at the school.	1
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 school models and teaches students about respect and responsibility in a number of ways:

- St Joseph's Primary School continually promotes respect and responsibility as part of its culture and beliefs as a Catholic school. These permeate throughout the curriculum and all aspects of school life.
- Bounce Back! is a preventative whole-school social and emotional learning program which supports the school and teachers in their efforts to promote positive mental health and wellbeing in students. It provides them with the skills needed to act resiliently when faced with challenges and adversity. The program focuses on classroom strategies and activities that teach students positive social and emotional skills or 'life skills', with a strong emphasis on resilience and wellbeing. The implementation of the Bounce Back program into St Joseph's enabled students and staff access to a framework from which students articulate ways of dealing with situations and to build resilience.
- Student Leadership forms a major part of the culture of Respect and Responsibility that makes up the caring climate within the school. St Joseph's actively promotes Gospel Values with respect and responsibility being a core element. Student leaders act as great role models for younger students and accept responsibility for specific tasks around the school.
- Students are actively engaged in negotiating school rules that reflect rights and responsibilities of all students and staff. These are routinely reinforced with positive feedback and restorative practices to build respectful relationships. School and class awards are used to formally promote these values.
- St Joseph's encourages a three way partnership between parent, student and teacher. This effective partnership is based on mutual trust and respect, and shared responsibility for the education of the child at school. Parents are encouraged to play an active role in all areas of their child's education. Through this partnership, positive outcomes for the child can be achieved.
- The school participates in important community commemorations such as ANZAC Day, Remembrance Day and NAIDOC Week, reflecting on important cultural values and beliefs with a Catholic perspective.

2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

The parent body is very pleased with the small classes and the sense of community and family generated by the school. They commented on the caring nature within the school, from both students and teachers alike. They commented on the great teachers who were friendly and approachable and that their children were indeed learning. The parents were pleased with the quick resolution, by teachers, of any issues the children may have incurred. They also appreciated being promptly informed of these issues as and when they arose. They were pleased with the facilities that the school offered including a well-resourced library, a special needs room, music room, IT



resources and appropriate sporting facilities. They found that the weekly Newsletter and Facebook page kept them up to date on what was happening at the school. Aspects they would like improved were increased enrolment and enhancing the school's frontage to the New England Highway.

Student Satisfaction

An independent organisation was engaged to survey our students' level of satisfaction with regard to six key areas of the school. From the survey, students identified four key aspects of the school that they found very satisfactory. These being their learning spaces, the access to up-to-date technology, the kindness of their peers and the care and support given by their teachers. If there was one thing they could improve about the school it would be to have more children with whom to share it.

Staff Satisfaction

An independent organisation was engaged to survey teachers and general staff with regard to their level of satisfaction of the school. Staff indicated that this school is a family-centred, well-resourced, friendly and dynamic school where each child and staff member is valued as an individual. The facilities are very good and staff have access to all the resources and professional support they need to do their job well. They felt that student learning was a priority and they noted that when any issues arose, they were addressed in a timely manner. Being a small school allows staff to know the parents and to have regular contact with them. The staff would also like to see an increase in the number of students enrolled.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

St Joseph's Primary School strives to cater for individual differences, by making adjustments for those students who have specific needs, as well as using pedagogical practices that cater for different learning styles.

Indigenous perspectives are integrated into the curriculum and the curriculum is enhanced through the use of digital technologies.

A whole-school focus on making learning explicit for students by describing the learning intentions and success criteria for each lesson, has better enabled students to meet their learning goals.

The Diocesan Literacy Enhancement Strategy continued this year for the purpose of supporting targeted students in the Infants classroom. Across the whole school, K-6 teachers implement small-group and individualised instruction in order to support the learning of all students.

All students made substantial progress throughout 2019. Professional Learning Team Meetings continued with the aim to improve planning, programming and pedagogy with an evidence-based approach using student data and contemporary research. Throughout the year professional development opportunities were provided to all staff in order to support them in the delivery of the curriculum and ways of improving the pedagogy within their classrooms.



Although St Joseph's is a small school, a variety of sporting and cultural opportunities are offered to students including community, inter-school and Diocesan events. Through accessing the Sporting Schools Grants, students were given the opportunity to further refine skills in gymnastics and athletics.

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 6 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
Reading	10.5	16.7	27.4	33.3	32.6	16.7	16.0	16.7	8.5	0.0	2.3	0.0
Writing	3.5	0.0	10.9	16.7	30.8	33.3	36.7	33.3	11.6	0.0	6.5	16.7
Spelling	7.9	0.0	21.6	16.7	30.4	50.0	24.7	0.0	9.1	16.7	3.0	0.0
Grammar and Punctuation	8.4	0.0	17.5	16.7	27.5	16.7	24.9	50.0	11.9	0.0	3.7	0.0
Numeracy	4.0	0.0	13.0	0.0	37.8	50.0	30.4	33.3	10.0	0.0	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
VCOP and Big Write Strategies	26/11/0019	Carmel McCosker
Using Effective Pedagogy in the RE Classroom	22/07/0019	Jackie Cronin
Catholic Schools Conference Tamworth	11/06/0019	Various
Catholic Schools Conference	12/06/0019	Various
Big Write Marking Criterion	03/07/0019	Carmel McCosker
Introduction to Big Write & VCOP	29/01/0019	Various



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://stjosephsuralla.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://stjosephsuralla.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://stjosephsuralla.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://stjosephsuralla.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://stjosephsuralla.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>Nurture Our Catholic Society The school identified a focus area for school improvement of our Catholic identity:</p> <ul style="list-style-type: none"> • To embed the Catholic Principles and Values within all key learning areas. <ul style="list-style-type: none"> ○ Teachers strived to explicitly teach the Catholic Principles and Values in all subject areas. ○ They delivered meaningful lessons that allowed students to grow in their understanding of these principles and values, so that they could develop a meaningful framework on which to build their future lives. 	<p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Teachers will continue with this implementation and aim to have all students know, understand and articulate the CPVs. • Work on supporting parents to be aware of and know the four principles of the CPVs.



Key improvements achieved this year	Key Improvements for 2020
<p>Improve Learning The school identified two focus areas for school improvement in student learning:</p> <ul style="list-style-type: none"> • A whole-school approach to teaching Maths K-6, with a focus on individualised learning. • Further develop teacher pedagogy through continued implementation of the non negotiables of the Catholic Professional Learning Community and the 14 parameters. <ul style="list-style-type: none"> ○ Staff participated in professional development sessions in order to build their knowledge and understanding around the Maths syllabus, across all areas K-6. The goal was to make teachers more proficient in the syllabus content. ○ Staff worked on modifying their pedagogy in order to build their individual capacities to better deliver the content of the syllabus to the students. 	<p>Improve Learning Key Priority Improvements are:</p> <ul style="list-style-type: none"> • For all staff, students and parents to know and articulate all of the CPVs. • All students to demonstrate expected growth in Mathematics. • All students demonstrate developmentally appropriate growth in writing through VCOP and Big Write. • Continue the momentum in the Maths space, focusing on the individual students and their requirements in order to progress them to the next level to further achieve their potential.
<p>Lead Learning</p> <ul style="list-style-type: none"> • The Principal and Leader of Pedagogy (LOP) are the key drivers in leading learning. The main focus was to build the capacity of all teachers to become Leaders of Learning. <ul style="list-style-type: none"> ○ This was achieved through modelling teaching, observing lessons, participating in Professional Learning Teams, co-teaching and analysing data. ○ The key focus of the LOP has been to improve teacher pedagogy. ○ Staff were given professional development around "The Great Maths Lesson - a gradual release of responsibility". This was followed up in Professional Learning Team meetings with the goal of improving teacher practice and student learning outcomes. 	<p>Lead Learning</p> <ul style="list-style-type: none"> • Continue to build teacher capacity with a focus on Mathematics, building on 2019 professional development. • Focus embedding the learning from last year focusing on pedagogy within the Maths classroom. • Professional Learning Team meetings will be opportunities for professional development that will continue to improve teacher practice and student learning outcomes.



Key improvements achieved this year	Key Improvements for 2020
<p>Sustain Our People</p> <ul style="list-style-type: none"> The wellbeing and pastoral care of the school community is a key focus at St Joseph's. Strategies from the Bounce Back Program were used and where extra support was required for students, teachers and families, Centacare services were engaged. Sherpa Kids established an on campus before and after school care for students and other local children, thus supporting parents in their child minding responsibilities. Worked collaboratively with staff to set up Professional Learning Teams that provide teachers with the opportunity to co-plan, collaborate and support each other. 	<p>Sustain Our People</p> <ul style="list-style-type: none"> Restructure timetables so that teachers have more time to spend in Professional Learning Teams to co-plan, collaborate and support each other. Provide teachers with adequate time to meet the increasing demands placed upon them. Build relationships with universities by accommodating practicum students within the school.
<p>Create the Right Environment</p> <ul style="list-style-type: none"> Completion of refurbishment program. Removed all fixed cupboards from each room, painted rooms, placed autex on the walls and purchased a range of contemporary furniture that supported the changing practice of teaching. Classrooms are now flexible learning spaces that are welcoming and conducive to the learning of each individual student. Purchased a purpose built white board table for each room to support guided reading as well as access to a variety of ICT including one to one Chromebooks and iPads. 	<p>Create the Right Environment</p> <ul style="list-style-type: none"> Continue to improve the learning environment with a focus on outdoor learning spaces. School garden to be maintained and added too. Design a new outdoor learning space that will support collaborative and engaging learning environments outside the formal classroom.

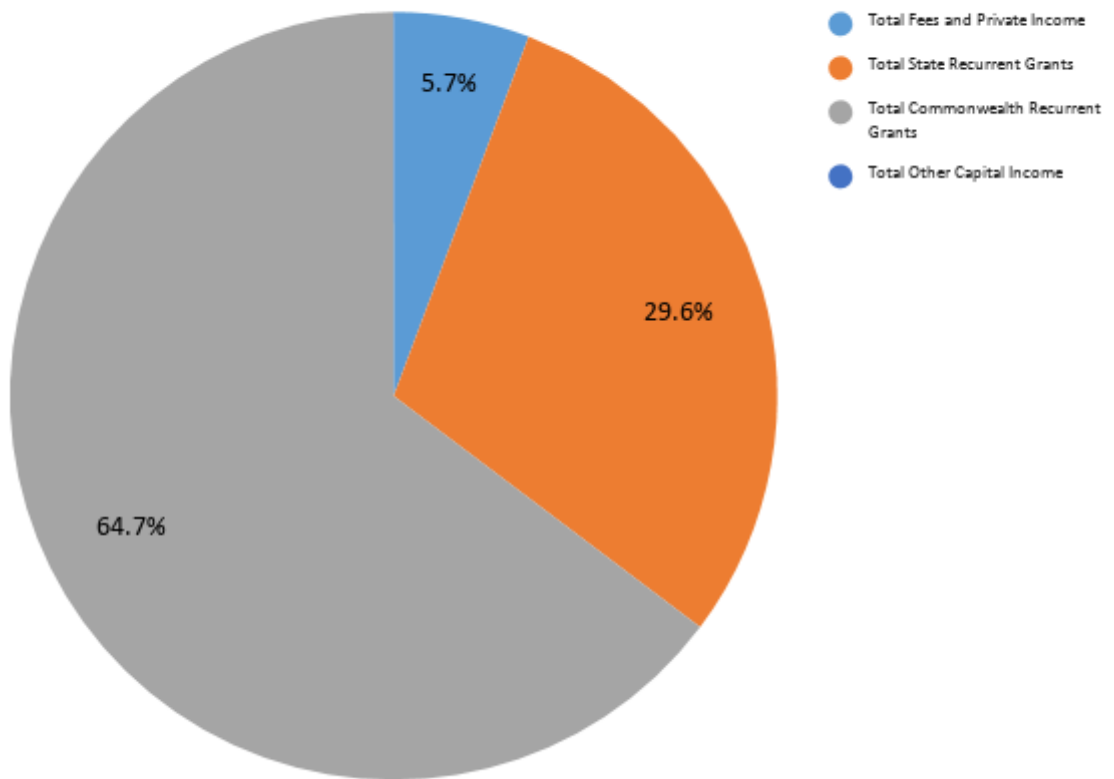
6.0 Financial Information

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, Uralla



2019 Expenditure - St Joseph's Primary School, Uralla

