

# Annual School Report 2019 School Year

St Joseph's Primary School, Mungindi



72-74 Bucknell Street  
Mungindi NSW 2406

Phone 02 6753 2327  
<https://stjosephsmungindi.catholic.edu.au>

Principal  
Deborah Harrison

## **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 6753 2327 or by visiting the school's website <https://stjosephsmungindi.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.

Once again, a very successful year has been completed amid many challenges at St Joseph's Primary School.

My sincere gratitude and thanks to Sr Jan Baker, Fr Abmar and Fr Kingsley for their spiritual guidance of students, staff and all in the parish. St Joseph's Primary School maintains a strong relationship with the parish and it continues to grow with the support of spiritual leaders who were always so obliging with supporting the school and community.

The school is a unique environment, often quiet and calm in a busy and frenetic world. Students are able to exercise decision-making and choice, restricted only by the rights of others to enjoy the same. The school promotes opportunities for students to be able to build the habits of work and to persist through a difficulty, to make an effort, to accept the challenge of the new or different, to communicate, collaborate and co-operate with others. Students continue to show growth each year in alignment with St Joseph's Annual Improvement Plan.

Results in NAPLAN continue to show growth in literacy and numeracy as students achieve in the higher bands.

Year 6 students achieved excellent results in the annual Year 6 Religious Education test administered throughout the Armidale Diocese.

In the sporting arena, students represented the Diocese at Polding and at a state level in athletics. Our PP5 relay team came first at state in swimming. A wonderful result.

Teaching and parenting is, of course, a privileged, sacred trust and the closer we work together, the more fruitful it is for the children.

Deborah Harrison  
Principal

### **1.2 A Parent Message**

This year has been a successful year for St Joseph's Mungindi. Despite the terrible seasonal conditions in the area, the school finds itself in a strong financial position.

Earlier in the year, there was some uncertainty surrounding the future of the P & F. I think the P & F has come through as a stronger organisation. The strong financial position of the P & F resulted in a process of searching for some bigger projects that could be undertaken.

The school started the year with fresh paint on most of the building. This work was carried out by the CSO at no cost to the school and was very much appreciated.

Some great academic results were recorded in NAPLAN and it is a credit to the teaching staff and is testament to their efforts. These results will highlight further areas for improvement in the school's Annual Improvement Plan.

I would like to congratulate the Director of the CSO, Mr Chris Smyth, who has had his contract extended for another five years. Long time CSO Schools Consultant, Mr Gary Burdett was this year replaced with Ms Kerrie Priddis and we look forward to a continuing close relationship.

Mrs Bron Hiles left the school this year. She made a fantastic contribution while at the school and I would like to wish her all the best.



The drought will continue to impact on student numbers. The school is funded by the CSO according to numbers and they have announced that next year they will continue to fund the school at the same level irrespective of numbers. We are grateful for their ongoing support.

The school completed a survey of parents to gauge areas of concern. The results gave the school good insight into areas the parent body feels need addressing.

The role of the St Joseph's School Advisory Council is an important one, but it is a role of advice only. I would strongly urge anyone interested in service on the School Advisory Council to the school to find out more information.

Lastly, I would like to congratulate Mrs Deb Harrison and all the staff on a very successful year and wish everyone a great 2020.

Mr. Anthony Barlow  
Chairperson  
School Advisory Council

## **2.0 This Catholic School**

### **2.1 The School Community**

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

Last year the school celebrated 95 years of Catholic education.

The parish priest, Father Abmar Dumayag, 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.

During 2019, St Joseph's continued to focus on Catholic Identity and to provide opportunities for students, staff, parents and members of the community to celebrate. Fr. Abmar Dumayag and Fr. Kingsley provided guidance and were readily available to help the school have a full and meaningful Liturgical life. Sr Jan Baker continues to support in the planning and celebration of a variety of the church's special occasions. The sacramental program was well supported and delivered throughout the year and there continued to be a strong emphasis on the prayer life of the school. All staff were encouraged to attend weekly liturgies and Mass. The staff attended a retreat day led by the CSO Spirituality team. Staff continue to embed the Catholic Principles and Values into the key learning areas of the curriculum.

The school incorporates a spirit of community in order to recognise the qualities of each individual and encourage optimal learning with an ongoing appreciation of the environment.

The history of St Joseph's Primary School is an integral part of the school. On the 21st January 1924 four Sisters from the Gunnedah Congregation, Sisters of Mercy, were appointed to Mungindi. On the 24th January the Sisters opened a school known as St Brigid's until 1930, when a new school was built and given the name St Joseph's.

At the end of 1975 the Sisters of Mercy withdrew from the school but continued to administer the Boarding School until 1980. In 1981 The Little Company of Mary came to Mungindi where they conducted the Boarding School until 1983.

In 1984 the Sisters of St Joseph's came to Mungindi. The community is very fortunate to have the presence of the Sisters who have made a huge impact on both the school, parish and surrounding



communities. St Joseph's is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation in social justice activities such as Caritas and Catholic Mission
- Inviting families to masses and liturgies to encourage them to participate in worship
- Facilitating parish based Sacramental programs.

Year 6 students continue to maintain the high standard set at St Joseph's in the annual Year 6 Religious Education test. This year students achieved two distinctions, one credit and a participation.

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.

<b>Our School's average result (as a mark out of 50)</b>	
Year 6	34

### 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>	6	3	4	3	2	1	4	23	20
<b>Female</b>	3	4	3	3	3	5	1	22	17
<b>Totals</b>	9	7	7	6	5	6	5	45	37

### 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 two weeks 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. COMPASS an electronic program was introduced in Term 4 to mark student attendance.

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



<b>Average Student Attendance Rates</b>	88.0%	87.0%	89.0%	87.0%	86.0%	88.0%	87.0%	87.4%
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### 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.	2



Teacher Qualifications / Staff Profile		Number of Teachers
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:

- Emmanus Journey and You Can Do It program.
- Staff endeavour to be examples and models of this behaviour.
- Through the SRC, students can present their needs to teachers and administration. It is also a beneficial training ground where these leaders of tomorrow can work together to accomplish goals.
- Students are encouraged to take responsibility by fulfilling certain tasks throughout the year.
- Experience shows that students love to participate, help and assume a level of responsibility from K-6.
- School and class rules are set by teachers with input from students themselves and embedding these rules show respect of self, others and property.
- Students were involved in a range of outreach activities, including social justice appeals, including St Vincent de Paul, Catholic Missions and Caritas.
- You Can Do It awards were presented at weekly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with the presentation of the RSL Club Citizenship Award.

## 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

An independent organisation was engaged to survey parents with regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. All areas received positive feedback. 25 parents responded to this survey. Parents strongly agreed that their child/children were in safe environment and were happy with their child/childrens progress.

### Student Satisfaction

An independent organisation was engaged to survey students with regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources



and the Improvement Process. All areas received excellent feedback. Students felt safe, enjoyed the collaborative learning and the caring environment.

### **Staff Satisfaction**

An independent organisation was engaged to survey students with regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Teaching and Learning, Resources and the Improvement Process. All areas received excellent feedback.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

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

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

The school uses the NSW Board of Studies Syllabus documents as the basis for programs. In all KLAs, teachers planned their teaching in scope and sequence documents, programs of teaching and assessment tasks. Parents were reported to with two written reports and through interviews. The individual needs of each student was a key focus and teachers adapted programs, teaching strategies and resources to match these needs. The school focuses strongly on Literacy and Numeracy. All Year 3 and Year 5 students take part in the NAPLAN testing program.

Students from Years 2-6 participated in the ACER Progressive Achievement Tests in Reading (PAT Reading), a test for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. Students participated in the ACER Progressive Achievement Tests in Mathematics (PAT Maths). This test is an Australian test designed to provide objective, norm-referenced information to teachers about the level of achievement attained by their students in the skills and understanding of mathematics.

The school maintains a strong technology base with good quality hardware, a wireless array throughout the school, a variety of devices and a commitment to teacher education on the use and integration of technology. St Joseph's, under the NSW Literacy and Numeracy Action Plan (LNAP), received a proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy. This improves student learning in Literacy and Numeracy with the Leader of Pedagogy setting explicit goals.

## **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, 6 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.



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	16.5	33.3	26.2	16.7	18.5	33.3	15.5	0.0	6.7	0.0	1.8	0.0
Writing	15.1	16.7	38.7	66.7	28.7	16.7	12.1	0.0	3.8	0.0	0.8	0.0
Spelling	24.3	0.0	26.3	50.0	17.0	50.0	6.1	0.0	3.1	0.0	0.9	0.0
Grammar and Punctuation	4.1	33.3	10.9	33.3	18.7	0.0	12.0	0.0	6.3	0.0	2.4	0.0
Numeracy	12.8	16.7	24.3	33.3	29.4	33.3	19.8	0.0	6.7	0.0	2.6	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	10.5	16.7	27.4	33.3	32.6	16.7	16.0	0.0	8.5	33.3	2.3	0.0
Writing	3.5	33.3	10.9	0.0	30.8	16.7	36.7	16.7	11.6	16.7	6.5	16.7
Spelling	7.9	16.7	21.6	16.7	30.4	0.0	24.7	33.3	9.1	16.7	3.0	16.7
Grammar and Punctuation	8.4	16.7	17.5	16.7	27.5	0.0	24.9	33.3	11.9	16.7	3.7	0.0
Numeracy	4.0	0.0	13.0	0.0	37.8	66.7	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	05/02/2020	Kerrie Priddis
Breakthrough Coaching	04/04/2019	Malachi
Breakthrough Coaching	05/04/2019	Malachi
Retreat	29/04/2019	Kerry Steller
First Aide and CPR training	01/06/2019	Moree Community College
System Conference	10/06/2019	CSO
System Conference	12/02/2020	CSO
System Conference	12/02/2020	CSO
COMPASS training	03/09/2019	Kim Kliendenst
COMPASS training	04/09/2019	Kim Kliendenst
COMPASS training	14/10/2019	Kim Kliendenst
Assurance	05/11/2019	Geraldine Chapman
Parent Expectations	20/05/2019	Preferred Training Networks

### 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://stjosephsmungindi.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://stjosephsmungindi.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://stjosephsmungindi.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://stjosephsmungindi.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://stjosephsmungindi.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>• St Joseph's Primary School encouraged parents to be part of the Catholic community through retreats, school masses, family masses, liturgies, special celebrations, feast days and sacramental programs.</li> <li>• The school is founded on Catholic Principles and values to ensure a school community environment where everyone is respected and cared for in our faith.</li> </ul>	<p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>• Continue to instil the Catholic Principles and Values within the school culture and the wider community, with the promotion of how to know, understand and articulate the four Catholic Principles and values for students, teachers and parents.</li> <li>• Continue to provide faith formation opportunities through retreats, NAIDOC Week, holy days, feast days, sacramental programs and special celebrations such as ANZAC Day.</li> </ul>
<p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• Primary goal to improve learning outcomes using data analysis as a reflective tool for all students in K-6.</li> <li>• The school analysed data to understand current student achievement levels and progress in order to inform teaching and learning by using data to set clear and explicit goals for learning, inclusive of learning intentions and co-constructed success criteria.</li> </ul>	<p><b>Improve Learning</b></p> <ul style="list-style-type: none"> <li>• Review current programs for their effectiveness in producing desired improvements in student learning and performance.</li> <li>• Teachers will be supported through professional development to continue to build teacher capacity.</li> <li>• Continue to improve learning outcomes using data analysis as a reflective tool for all students.</li> <li>• Staff will continue to embed and tighten the school's agreed Literacy Block through reviewing, reflecting and refining current agreed pedagogical model.</li> <li>• Continue to develop whole school consistent assessment practices to inform future learning through implementing rich tasks in each assessment including the plenary questions.</li> </ul>
<p><b>Lead Learning</b></p> <ul style="list-style-type: none"> <li>• Continued work on the review and evaluation of the Collaborative Inquiry Initiative model inclusive of the 14 parameters, using agreed pedagogical model.</li> <li>• Recognised that leadership is essential to building teacher capacity and continued to provide experiences for staff through modelling, mentoring and professional development.</li> <li>• Continued to be innovative in lesson delivery and the opportunities provided for learning.</li> <li>• Sharing the learning with the school family and the wider community through learning pages in the school newsletter, information sessions and parent workshops.</li> </ul>	<p><b>Lead Learning</b></p> <ul style="list-style-type: none"> <li>• Review, reflect, refine and initiate changes to support the school's Annual Improvement Plan, which will lead to further improvement in the delivery of professional development for teachers and improve student learning and growth.</li> </ul>



Key improvements achieved this year	Key Improvements for 2020
<p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• Maintained effective working relationships with students, staff and parents.</li> <li>• Exposed parents to clarity of expectations through professional development.</li> <li>• Staff attended retreats, personal reflection time to promote wellbeing.</li> <li>• Built better partnerships with parents, which is beneficial to working successfully to improve learning outcomes.</li> <li>• Provided professional development for capacity building through the System Conference.</li> </ul>	<p><b>Sustain Our People</b></p> <ul style="list-style-type: none"> <li>• Maintain effective working relationships with students, staff and parents.</li> <li>• Clarity of expectations through building positive partnerships, relationships, e.g code of conduct.</li> <li>• Retreats, personal reflection time to promote wellbeing</li> <li>• Develop a sense of pride to work at and be committed to the learning for all students.</li> <li>• Build a better partnership with parents, which is beneficial to working successfully to improve learning outcomes.</li> <li>• Continue to provide professional development for capacity building to enable staff to move from proficient teachers to highly accomplished and lead teachers through NESA accreditation.</li> </ul>
<p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Promoted St. Joseph's school as a safe and happy environment for students.</li> <li>• Continued to develop a professional learning community to prepare students for the 21st century through providing all students access to contemporary curriculum in collaborative learning spaces.</li> </ul>	<p><b>Create the Right Environment</b></p> <ul style="list-style-type: none"> <li>• Continue to provide a safe and happy environment for the whole school community.</li> <li>• With the implementation of Compass, it is anticipated that effective communication between school and home will to continue to enhance a positive partnership with parents.</li> <li>• Continue to develop a productive, professional learning community through the delivery of a contemporary curriculum in collaborative learning spaces.</li> </ul>

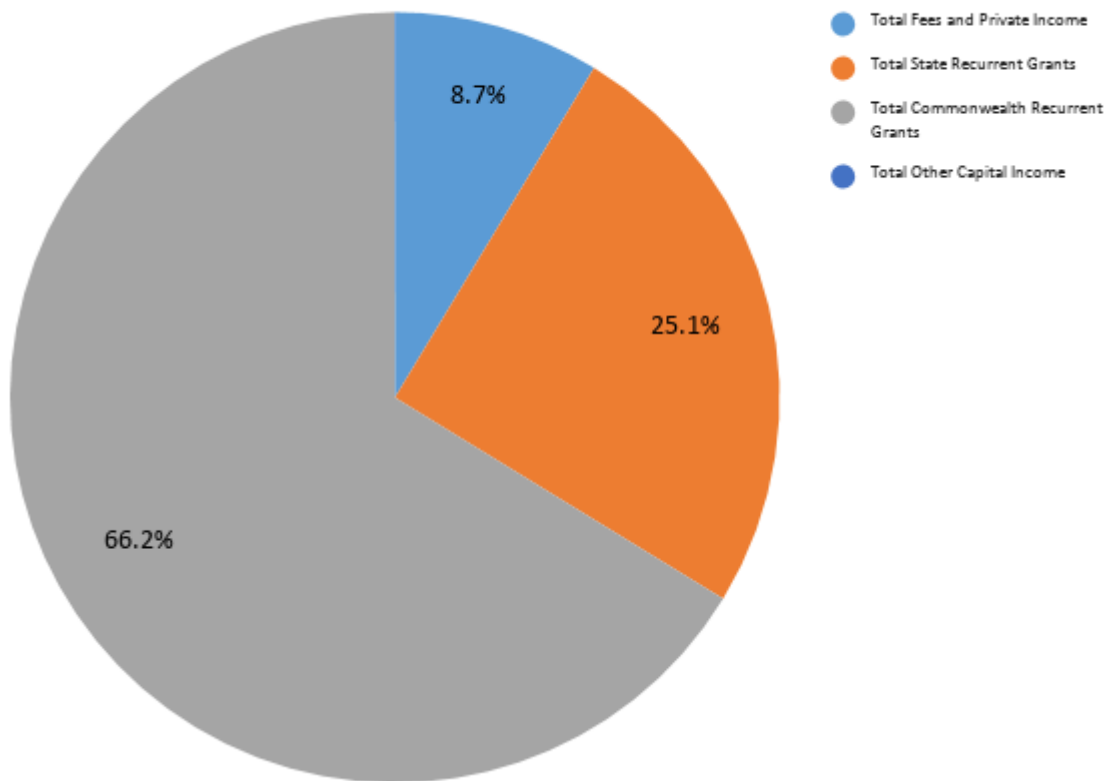
## 6.0 Financial Information

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, Mungindi



2019 Expenditure - St Joseph's Primary School, Mungindi

