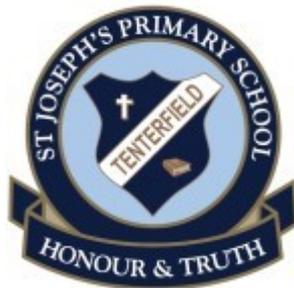


Annual School Report 2019 School Year

St Joseph's Primary School, Tenterfield



50 Scott Street
Tenterfield NSW 2372

Phone 02 6736 1786
<https://stjosephstenterfield.catholic.edu.au>

Principal
Cherie Yates

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 6736 1786 or by visiting the school's website <https://stjosephstenterfield.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 committed to the spiritual well being as well as the academic, social and emotional education of all students. Our role as educators is a partnership with parents. St Joseph's has a committed School Advisory Council and a hard working P&F Association who work tirelessly for the students.

Students at St Joseph's participate in a varied curriculum which marries the fundamental aspects of learning with technological innovation. All classrooms have Interactive Promethean Boards. All students from Years 1 to 6 have individual Chromebooks. Students are involved in working in a 'Google Classroom' to complete set tasks and assignments.

St Joseph's classrooms were purpose built in 2008 and boast state of the art facilities. Further building in 2011 saw a beautiful school hall erected which is the meeting place for assemblies and performances. Teaching staff are committed educators and have a depth and breadth of experience which allows them to tailor learning experiences to the needs of the students. The staff are concerned for the wellbeing and success of all students.

Students at St Joseph's compete in all school sporting experiences. Many represent at Diocesan Level and often continue on to Polding trials. This year two students represented Polding at State level.

Students are always willing to be involved in the local community and have provided the community with a 'Soundtrail' for all to enjoy.

Cherie Yates
Principal

1.2 A Parent Message

This year the P & F continued to contribute a substantial amount of money to the school to help purchase resources as well as contributing money for excursions and general outings around the local area. The P & F hosted the Debutante Ball with 19 young ladies from the local community making their debut. This raised record funds for the school and was an outstanding success, not only for the school community but also for the local community in this time of drought.

Major purchases this year included Chromebooks for students in Years 1 to 6, assisting with the purchase of a SMART television, erection of a digital school sign, hands on maths equipment and reading literature.

The P & F, however, are more than a fundraising body. We were able to help the school with a welcome morning tea for new parents, morning tea for Grandparents Day, a BBQ for Father's Day breakfast, a picnic lunch and flowers for mums for Mother's Day, a BBQ for Carols By Candlelight and catering for the end of year presentation day. All of these events help to build the school community as a welcoming and friendly place to be.

Mrs Kieran Haakstad
Secretary
P&F Association

2.0 This Catholic School



2.1 The School Community

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

Last year the school celebrated 139 years of Catholic education.

The parish priest, Fr Barry Leech, 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.

St Joseph's Primary School is actively involved with St Mary's Parish, Tenterfield. The Staff work closely with the parish priest. All classes attend parish masses and the year commenced celebrating together the Opening School Mass, induction of school leaders and St Joseph's Feast Day. Throughout the year feast days and significant liturgical events were celebrated as they occurred.

Each week started with prayer led by the School Captains. Prayer was led by class groups to commence assemblies. Sacramental programs of Reconciliation and Eucharist were carried for students in Year 3. Parents were welcome to participate in prayer life and Parish life. Staff commenced a structured prayer on a weekly basis which was greatly supported.

Gospel values were lived in a practical way through the raising of money for Caritas and Children's Mission. The school continued a successful Mini Vinnies Chapter with 48 members from Years 4 to 6. Monies raised went to the local St Vincent de Paul for use with drought and bushfire relief.

Parish Priest Father Barry Leech, supports the pastoral role of the school. Fr Leech is involved in the School Advisory Council. Parishioners are invited to many school functions.

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 | 30 |

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 | 13 | 10 | 12 | 7 | 10 | 10 | 8 | 70 | 69 |
| Female | 8 | 6 | 5 | 7 | 13 | 6 | 11 | 56 | 66 |
| Totals | 21 | 16 | 17 | 14 | 23 | 16 | 19 | 126 | 135 |

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 fortnight 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 | 90.0% | 89.0% | 89.0% | 92.0% | 90.0% | 88.0% | 87.0% | 89.3% |

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. | 1 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 10 |
| 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. | 5 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 0 |
| 7. | Total number of non-teaching staff employed at the school. | 8 |

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:

- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures.
- Students, teachers and parents were regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of interpersonal relationships.
- Staff underwent Professional Development in the Strong Minds Program.
- Many of the awards presented to students throughout the year were indicative of these values.
- Respect and responsibility are fundamental to the school's restorative justice program.

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

Parents were asked to complete the Satisfaction Survey as designed by the Catholic Schools Office Armidale. Of the 40 parents surveyed, 26 completed the survey (65% completion rate is considered excellent). All parents said they would recommend the school to other parents. The satisfaction



ratings parents were very high. As a result of the survey, we have fine tuned communication as we move into the use of the Compass application.

Student Satisfaction

Of the 56 students surveyed, 39 completed the survey (70% completion rate is considered excellent). The majority of students strongly agreed they liked being at this school. They highlighted the care from staff and the facilities as the reasons for this. The majority of students are enthused with the learning that they are offered.

Staff Satisfaction

Of the 14 staff surveyed, 10 completed the survey (71% completion rate is considered excellent). The staff strongly agreed that the school was an excellent work environment. They felt valued and gained great satisfaction from their teaching practise

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.

Staff at St Joseph's Primary School continued their commitment to cater for the varying academic range and needs of all students through differentiation and adjustment. Scope and Sequence plans for all KLAs were continually revised and updated. Experienced Educational Assistants support teachers and students within the classroom. The school strives to continually update technology with the acquisition of interactive Promethean screens and new Chromebooks for all students in Years 1 to 6.

A comprehensive sporting program exists, with three major school carnivals through which children may reach Diocesan representation at state carnivals. Students represented the Diocese at state level in athletics while there were representatives at Diocesan level in cross country, swimming, cricket, soccer and touch football. The Crunch and Sip program continued throughout 2019. The cultural program saw students broaden their outlook through participation in Oracles of the Bush. During NAIDOC Week, an Aboriginal dancer was invited to the school to share his culture and skills.

St Joseph's Primary School has developed the Guaranteed and Viable Curriculum approach to the students learning, which allows students to know the Learning Intention of a lesson or unit and the Success Criteria needed to ensure students take responsibility for the success of their learning. The timely feedback provided to students allows them to further develop their skills. Collaborative teaching, case management of students and Professional Learning Teams ensure that the best possible outcomes are achieved by students.

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, 14 students presented for the tests while in Year 5 there were 16 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 |
| Reading | 16.5 | 35.7 | 26.2 | 14.3 | 18.5 | 0.0 | 15.5 | 28.6 | 6.7 | 7.1 | 1.8 | 0.0 |
| Writing | 15.1 | 30.8 | 38.7 | 30.8 | 28.7 | 7.7 | 12.1 | 15.4 | 3.8 | 15.4 | 0.8 | 0.0 |
| Spelling | 24.3 | 21.4 | 26.3 | 28.6 | 17.0 | 21.4 | 6.1 | 14.3 | 3.1 | 14.3 | 0.9 | 0.0 |
| Grammar and Punctuation | 4.1 | 21.4 | 10.9 | 7.1 | 18.7 | 14.3 | 12.0 | 21.4 | 6.3 | 0.0 | 2.4 | 7.1 |
| Numeracy | 12.8 | 7.1 | 24.3 | 42.9 | 29.4 | 14.3 | 19.8 | 28.6 | 6.7 | 7.1 | 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 |
| Reading | 10.5 | 18.8 | 27.4 | 43.8 | 32.6 | 18.8 | 16.0 | 12.5 | 8.5 | 6.3 | 2.3 | 0.0 |
| Writing | 3.5 | 6.3 | 10.9 | 18.8 | 30.8 | 31.3 | 36.7 | 43.8 | 11.6 | 0.0 | 6.5 | 0.0 |
| Spelling | 7.9 | 6.3 | 21.6 | 31.3 | 30.4 | 31.3 | 24.7 | 25.0 | 9.1 | 6.3 | 3.0 | 0.0 |
| Grammar and Punctuation | 8.4 | 12.5 | 17.5 | 31.3 | 27.5 | 37.5 | 24.9 | 18.8 | 11.9 | 0.0 | 3.7 | 0.0 |
| Numeracy | 4.0 | 13.3 | 13.0 | 13.3 | 37.8 | 33.3 | 30.4 | 26.7 | 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 |
|--------------------------------------|------------|--------------------|
| Big Write | 29/01/2019 | Mrs Kerrie Priddis |
| Wellbeing Conference | 11/06/2019 | Various |
| Assurance Training | 05/11/2019 | CSO |
| Wellbeing conference | 12/06/2019 | Various |
| COMPASS training | 12/07/2019 | Natalie Gurr |
| Initialit | 16/12/2019 | Inialit instructor |

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://stjosephstenterfield.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://stjosephstenterfield.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://stjosephstenterfield.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://stjosephstenterfield.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://stjosephstenterfield.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</p> <ul style="list-style-type: none"> • Integration of CPVs across KLAs - specifically in English, Geography/History and the new Science Syllabus. • Ongoing formation for staff availing themselves of the Spirituality Team from the CSO. • Providing opportunities for staff to attend CSO organised retreat days. • Maintained and embeded the Guaranteed and Viable Curriculum. • Provided proactive opportunities for parents to develop their Faith Formation - Stage prayer times in a sacred space with an invitation for parents to attend. • Professional development twilight meetings to develop rich assessment tasks - developing open-ended tasks that are cognitively demanding. | <p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Provide quality professional learning to integrate CPVs into the curriculum - 5 hours NESA registered Professional Development. • Mastery in PDHPE as focus KLA. • Maintain and embed the Guaranteed and Viable Curriculum - 4 hours NESA registered PD. • Carry out SWOT analysis of programs during Cross Stage review and evaluation of RE programmes. • Model best practise in RE to design rich assessment tasks using backward mapping check points. |
| <p>Improve Learning</p> <ul style="list-style-type: none"> • Investigative walk throughs and data analysis demonstrated achievement in Numeracy, ie growth and creativity. • Revised Professional Development in Numeracy. • Provided opportunities for staff to visit each other's classrooms to watch Numeracy lessons: <ul style="list-style-type: none"> ○ Embedded quality through the Non-negotiables of a CPLC. ○ Continued the high impact instructional strategy of the Gradual Release of Responsibility. ○ Used oral language experiences and accountable talk in all Stages. ○ Use of differentiated Instruction and case management. ○ Extended student expectations through higher order thinking opportunities. ○ Continue use of 7 Steps writing with the inclusion of The Big Write. ○ Commenced descriptive feedback. • In depth analysis of Assessment strategies: <ul style="list-style-type: none"> ○ Used the Guaranteed and Viable Curriculum approach to writing units in Science. ○ Openly evaluated units of work taught. | <p>Improve Learning</p> <ul style="list-style-type: none"> • Professional learning course to develop teacher understanding of the syllabus and quality teaching - PD 15 hours NESA registered PD. • Develop teacher capacity in the use of the agreed template in Mathematics. • Implementation of the Great Maths Lesson during daily 60 minute Maths block. • Develop guaranteed and viable curriculum in Mathematics - a continuum of learning. • Analysis of mathematical data by classroom teachers. • Implementation of agreed proforma in English. • Use of VCOP strategies in nominated focus KLA. |



| Key improvements achieved this year | Key Improvements for 2020 |
|---|---|
| <p>Lead Learning</p> <ul style="list-style-type: none"> Unpacked No. 8 NSIT at staff meetings. Determined what this looks like in practice. Conducted learning walk throughs. Used data to evaluate 'how we are going'. Developed areas of focus to share with our parents and community. Used the LOP to release teachers to visit other classrooms to observe and demonstrate on a regular basis. Used the non-negotiables to determine focus for learning walk throughs. Developed more effective collation of evidence and reporting from walk throughs. Continuation of PLTs with clear agendas and norms. | <p>Lead Learning</p> <ul style="list-style-type: none"> Reflection and review of staff Professional Plans. Focus on student engagement and differentiation as observed through learning walks and talk. Use of agreed practise in programming, reflecting quality teaching - Programme Review Week 8 each term. |
| <p>Sustain Our People</p> <ul style="list-style-type: none"> Provided professional development in areas identified on Personal Plans. Used Strong Minds Programme with the staff and students. | <p>Sustain Our People</p> <ul style="list-style-type: none"> Wellbeing development through Peaceful Kids Program. Provide retreat opportunities to strengthen the faith of the staff. Continue weekly staff prayer. Continue providing professional development in areas identified on Personal Plans. |
| <p>Create the Right Environment</p> <ul style="list-style-type: none"> All Stages have accessible IT for all students. Staff ensured learning can occur in a variety of modes. Provided open and bright classrooms for learning. Ensured all aspects of our playground are WHS assessed and compliant. | <p>Create the Right Environment</p> <ul style="list-style-type: none"> Ensure the classroom as the Third Teacher is conducive to the learning culture of the school. Ensure the Playground environment is a safe and happy one. |

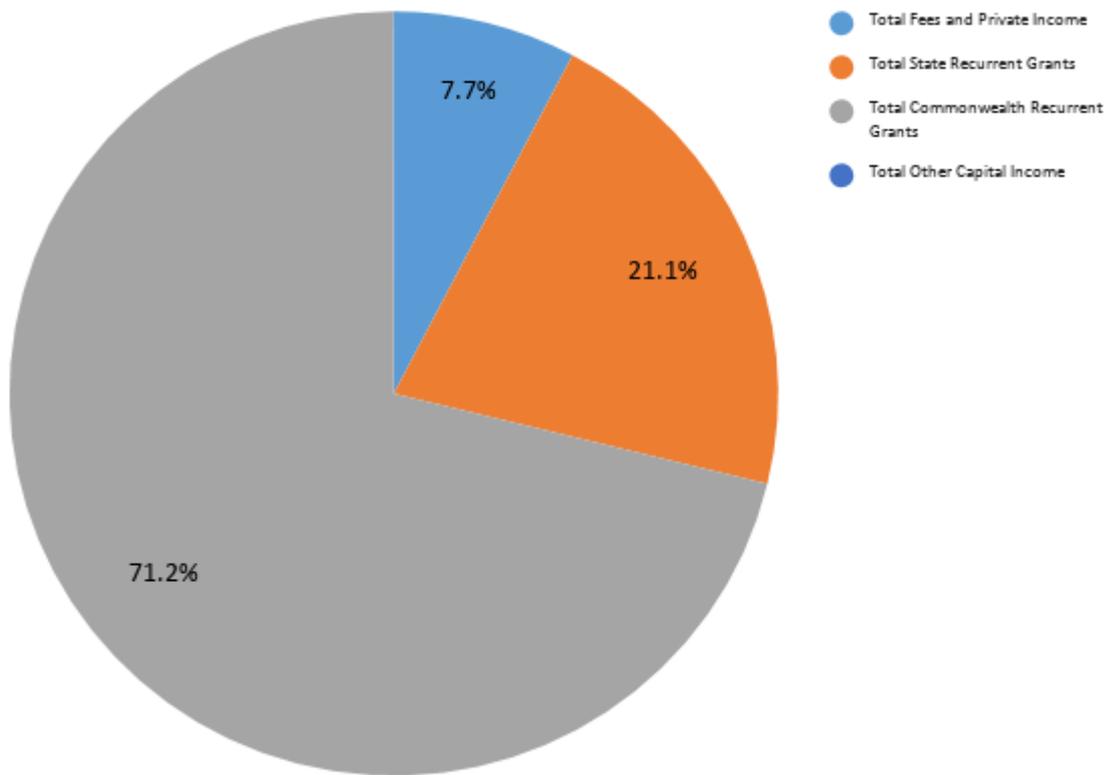
6.0 Financial Information

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, Tenterfield



2019 Expenditure - St Joseph's Primary School, Tenterfield

