

# Annual School Report 2020 School Year

St Joseph's Primary School, Mungindi



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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 2021 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.

The words of the apostle Paul in 1 Thessalonians 5:18: "Give thanks in all circumstances; for this is the will of God in Christ Jesus for you." This reading reflects on the year we have experienced.

I am happy to present this report to you, outlining a very unusual 2020 school year.

A universal high regard of each learner provides a foundation for pedagogy in Catholic schools across the Diocese of Armidale.

St. Joseph's Vision for Learning is at the heart of everything we do. St Joseph's is a parish school. We are all learners in a Catholic context with an ongoing engagement with the Catholic faith. It is the privilege for us as Catholic educators and the great contribution teachers make to the learning of their students. In the Religious Education test, Year 6 students achieved a distinction and high distinctions in 2020.

This year has been an extremely productive and exciting year for all learners, considering the introduction of home learning.

The strategic intent, as outlined in the School Improvement Plan (2020) through a distinctively Catholic lens, is to ensure the full potential of learners. We continue to develop a growth mindset to collaborate using data, research and evidence to ensure maximum progress and growth for all.

St. Joseph's endeavours to engage parents to forge strong partnerships, establishing connected communities of hopeful and meaningful learning.

The year has been full of change. Thank you to my colleagues, who have continued the learning journey. Teacher knowledge and performance improved based on the belief that with support, teachers make a significant difference to student achievement. We continue to strive for best practice in teaching.

Opportunities to 'add value' to student achievement within curriculum continue. Examples of this are strong formative assessment practices which direct the learning, teaching and goal setting with students and teachers in the uninterrupted literacy block, VCOP, Big Write and the use of a data wall to track student progress.

Positive relationships form the basis of strong learning partnerships. Learning is strongest when learners feel happy and safe within a community. The focus on student improvement has had impressive outcomes for students. The critical challenge of embedding and implementing the 14 Parameters continues along with analysing data and using action research to track progress for improvement.

The school continues to be supported by a proactive parent community who seek every opportunity to participate in the life of the school. A dynamic Parent and Friends Association, School Advisory Council and finance subcommittee continue to assist with the operation of St Joseph's. I look forward to working with the 2021 team on the continual implementation of the strategic plan.

At St Joseph's the child is at the heart of education. Every decision made as a school must centre on what is best for the students. I thank the students for the way they enthusiastically enter into all parts of school life and inspire us each day. As high performance practices deepen, 2021 promises to be an exciting year.

" Whatever we do, we do it well".

Deborah Harrison  
Principal



## 1.2 A Parent Message

This year began with a lot of new faces on the School Advisory Council and Parents & Friends Committee. One of the key messages from School Advisory Council's meeting in Term 1 was the need for effective communication and collaborative forward planning between the Armidale Catholic Schools Office (CSO), staff, School Advisory Council and the Parents and Friends Committee.

Little known at that time, was how different the 2020 school year would be compared to previous school years. Students began offsite learning towards the end of term one due to the COVID-19 pandemic. The CSO were quick to act and put policies and procedures in place for all schools across the diocese. School staff, along with all staff from across the diocese, were thrust into a week of professional development to get online learning up and running as quickly as possible.

Each student was given access to a device to enable online learning. This was certainly not the case for all schools and is a tribute to the work the Parents and Friends Association does in terms of supplementing the school's budget. This enabled room in the school budget to provide access to an iPad or computer for each student.

This tumultuous period also highlighted the advocacy role that the School Advisory Council plays. Whilst the CSO is the governing body, there are times when individual schools do have the capacity to vary procedures to suit the unique needs of the school. The return to face to face learning was one of these times.

The School Advisory Council was consulted as to what a return to face to face learning might look like for the school. Given the location and the size of the school, the council was quick to take the one in all in approach, rather than the staged approach seen in other schools.

It is important to acknowledge the work of the staff members who embraced Google Classroom and online learning. Whilst offsite learning for students was certainly not without issues, the overall feedback was positive and gave rise to good discussion as to opportunities to further utilise technology into the future.

As students settled back into their classrooms, the focus for the School Advisory Council returned to working towards a three-year rolling plan and budget. To assist with formulating a longer-term plan, the School Advisory Council's finance sub-committee met with executives of the Parents and Friends Committee, executive staff members of St Josephs and the CSO School Performance Leader. This meeting provided an opportunity to ensure the goals of all parties were aligned. The meeting also provided the opportunity to highlight the unique needs of St Joseph's Mungindi to the CSO School Performance Leader, particularly in terms of staff requirements. As a result, a mentoring model was implemented for the new staff members who commenced in Term 4. It is hoped that this model will continue and possibly be replicated in other areas of the diocese as a means of continuing to attract passionate teachers to remote schools.

I am writing this report following the production of the school musical, Pirates vs Mermaids. The passion of current staff was evident and although they all looked exhausted at the end of the evening, they did a tremendous job. I would find it hard to believe that any parent left the Mungindi Hall without a smile on their face and a feeling of immense pride. It is at events like this, or school masses or even seeing a kindergarten child playing with older kids during the lunch break, that you see the beauty of a small Catholic school.

Whilst the School Advisory Council will continue to make suggestions and advocate for improvements and programs that will help all students reach their full potential, we also celebrate these special moments and thank Principal Deb Harrison and all staff members for their efforts in what has been a very challenging year.

Mrs. Jenni Seigmeier  
President and Chairperson  
St. Joseph's 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, Boomi and Garah, from which the school families are drawn.

Last year the school celebrated 97 years of Catholic education.

The parish priest, Fr Victorio Ignacio, 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 year was interrupted with the COVID-19 pandemic, leading the school to implement blended learning in Religious Education. Students adapted to this form of learning over a six week period. The Religious Education program, the Emmaus Journey and the preparation of sacramental programs and liturgies were all delivered via Zoom. All students had access to a digital device to support their learning, whilst students with limited or no internet access were provided with learning packs which were hand delivered or posted.

It was pleasing to see the students transition back into the classroom with minimal disruption and ready to learn. St Joseph's parents and extended family members were supportive and willing to learn new technologies to assist their child/children during this time.

Religious Education was taught by the leader of Pedagogy in the K-2 learning space and the RE Co-ordinator in the 3-6 learning space. All Catholic teachers are required to attain religious education qualifications to teach lessons.

This year, three students sat the Year 6 RE test. The results were positive with two students achieving a high distinction and one student gaining a distinction. A great achievement.

The sacraments of reconciliation and first Eucharist were celebrated in November after Christ the King Mass weekend. These sacraments were celebrated with parishioners, families and friends.

The sacrament of Confirmation is celebrated on a two year cycle. Bishop Michael Kennedy visits on the odd years. Boomi and Garah are a part of the St Joseph's Parish. Confirmation will be celebrated in 2021.

Both the school and parish look forward to a year of celebrating together and remaining Covid free.

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 30)	
Year 6	45

### 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 2020	TOTAL 2019
<b>Male</b>	4	6	3	3	1	1	0	18	23
<b>Female</b>	2	3	3	2	2	2	3	17	22
<b>Totals</b>	6	9	6	5	3	3	3	35	45

## 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, school 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 2020 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>	90.0%	91.0%	93.0%	89.0%	84.0%	83.0%	87.0%	88.1%

### 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.	2
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	3
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.	3
6.	Number of staff identifying as Indigenous employed at the school.	2
7.	Total number of non-teaching staff employed at the school.	1

## 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:

- During 2020, students were involved in a range of initiatives to promote respect and responsibility. Students and staff contribute generously to social justice appeals, including St Vincent de Paul, Caritas and Catholic missions. Citizenship awards were presented at fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly at the end of the year. The Citizenship Award acknowledges Mr. Ted Rickards, a local resident of Mungindi and continues to remain a prestigious award. Students and staff participated in Remembrance Day at the RSL Club and essay competitions. St Joseph's students and staff worked collaboratively with the local Gamilaroi elders to tell the local story of Mungindi through art. A mural was designed by artist Lockie Magick Dennis in



collaboration with the elders of the Mungindi community. An official opening was held to acknowledge the artwork and the process to complete the mural.

- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values through newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2020, the school held a parent information evening to address these and other values identified by the school community. 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**

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.

### **Student Satisfaction**

Student satisfaction comments stated that all students and staff are very caring at St Joseph's school. Students enjoyed playing with their friends, using the Promethean board and how teachers help them with their work. All areas received positive feedback.

### **Staff Satisfaction**

Overall, staff satisfaction results were high. Staff felt the children were compassionate towards each other which made the school environment friendly and nurturing. The staff is dedicated to student learning, ensuring each child is engaged, that individuality and interests were encouraged and shared.

Staff are resilient and adaptable to the situations when required. Staff are happy and get a lot of satisfaction working at St Joseph's. All areas received positive 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.





Schools in the Diocese of Armidale use contemporary learning approaches to provide engaging opportunities for all students in the delivery of the NSW Board of Studies Syllabuses. The syllabuses are enriched through the embedding of Core Catholic Principles and Values across all KLAs.

Religious Education is a mandatory subject for all students K-6. The diocese, in partnership with Archdiocese of Sydney, has developed the RE curriculum called Celebrating the Emmaus Story. St Joseph's Primary School embed the Core Catholic Principles and Values and are taught explicitly in Religious Education, learning and teaching activities, as it is in all other KLAs.

Teachers support students' development of Literacy skills across all KLAs, with a specific focus in English. Teachers work closely with students to develop and apply literacy skills in the context of rich literature in its varied forms. St Joseph's is committed to meeting children's literacy learning needs and create opportunities that foster students' love of literature and learning and create a learning environment.

Teachers aim to identify Numeracy demands across the curriculum, to ensure that all students have opportunities to transfer their mathematical knowledge and skills in contexts outside the mathematics classroom.

As a small rural and remote school, community participation is an important part of school life. St Joseph's was actively involved with Remembrance Day commemorations and as COVID-19 guidelines permitted, engaged in sport and visited to the local hospital and aged care facility.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Child Protection	03/02/2020	G. Burdett
Religious Education	04/02/2020	D.Harrison J.Dimech
ATSI PLP training	10/03/2020	Sharon Cooke
Retreat	09/06/2020	Mrs. A. Finlayson, Fr. Paul McCabe
First Aid and CPR Course	27/06/2020	Moree facilitator
PDH and PE	20/08/2020	Heidi Hardacker
PDH and PE	27/08/2020	Heidi Hardacker
PDH and PE	08/09/2020	Heidi Hardacker



InitialLit	null	Boggabri
Compass training	06/05/2020	Kim Kleindenst
Webinar — Promethean	03/06/2020	Fiona Chisholm
Google Suite	null	Presenters via zoom

#### 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](#).

##### 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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<ul style="list-style-type: none"> <li>● Evidence in planning inclusive of CCPV through a collaborative approach of the whole school staff.</li> <li>● REC checklist for compliant programming of RE units.</li> <li>● Provided opportunities for staff, school and parish community members for individual faith formation through twilight meetings and retreats.</li> <li>● Continued to improve student writing by embedding whole school agreed Literacy Block incorporating VCOP and The Big Write Methodology.</li> <li>● Student writing samples are improving and growth is evident on school data walls</li> <li>● Students Big Write samples are of a high standard</li> <li>● The culture is changing and is sustainable. (Parameter 1, 3, 11, 14) The Model includes</li> </ul>	<ul style="list-style-type: none"> <li>● Authentic Catholic Community of Care — To continue to build an environment where all St Joseph's members are cared for, valued and respected. This concept will be implemented through the Living Well, Learning Well framework.</li> <li>● Strong Teams — The aim is to get the team right and the team functions right, to have an expert teaching team where all students are learning and teachers become part of a high functioning team.</li> <li>● Great Teaching and Learning — Continue to embed gradual release of responsibility model, tighten the dynamic literacy block, incorporate the 5 high impact strategies, assessment (effective, meaning and relevant to the student) reflective in all aspects to cater for individual needs.</li> </ul>



<ul style="list-style-type: none"> <li>○ high impact teaching strategies</li> <li>○ GRRM</li> <li>○ Big Write and VCOP methodology (breakdown buddies, goal setting)</li> <li>○ Seven Steps to writing success</li> <li>○ Backward mapping starting with the end in mind</li> </ul>	
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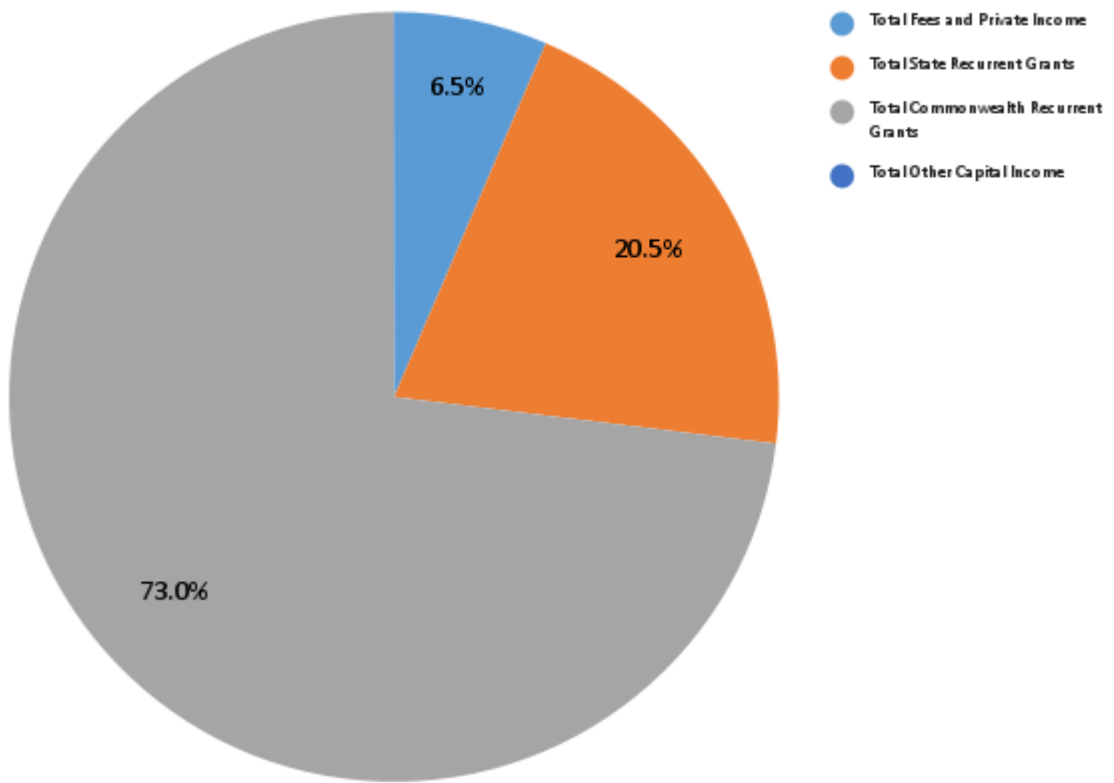
## 6.0 Financial Information

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 2020 is presented below:



2020 Income - St Joseph's Primary School, Mungindi



2020 Expenditure - St Joseph's Primary School, Mungindi

