

# Annual School Report 2021 School Year

St Joseph's Primary School, Wee Waa



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Principal  
Alistair Stewart

## 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 2022 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 6795 4038 or by visiting the school's [website](#).



## 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.

With the 2021 academic year closing, it is important to acknowledge and remember key elements of our year together.

The year started well, rebounding from a challenging 2020. Ideally, we were all expecting to have a solid year of growth and achievement in learning. In reality, we could break the year into three components: Pre-COVID-19 Intervention, COVID-19 Interruption, Post-COVID-19 reconnection.

During the Pre-Covid intervention period, we had a semester of strong learning. We welcomed Miss Teagan Conomos to the teaching team, Mrs Maria Towns to the student support team and several new families to the school.

We communicated the Annual Improvement Plan to the school community. This plan consisted of three major themes; Great Learning and Teaching, an Authentic Catholic Community of Care, and Strong Teams. Staff have aimed to align all professional learning and communication to these themes.

Semester One had some COVID-19 restrictions, but families were able to be onsite for learning meetings, P&F events and students could participate in school sports, like the swimming carnival and other diocesan sporting carnivals.

During this time, we farewelled Mrs Emily Sullivan as she went on maternity leave to have her second child, a beautiful baby girl. We were fortunate that Miss Brooke Theobald stepped into the Inclusion Support Teacher role, and we also welcomed Mrs Sarita Mallinson to the teaching team.

Term 3 marked the beginning of COVID-19 interruptions, including cancelling the excursion to Canberra, modifying the athletics program, and further restrictions placed on visitors to the site. There was a sense of foreboding in the initial weeks, through to the realisation that we had to start remote learning. However, this period of remote learning ran smoother than last. There were fewer Zooms and more clarity around work expectations. We tried very hard to have continual contact with families to check in. We had Education Assistants reading with children, AEAs zooming in with children to do supportive activities, and overall we tried to be outward with support. Remote learning is difficult and cannot fully replicate the classroom experience. We were blessed that this only continued for five weeks.

Upon return in Term 4, there were adjustments made to learning to accommodate those students who found the transition back into school difficult. Looking after the mental health of students and their families is a complex task and one that education has not often had the opportunity or need to immerse itself. However, as this pandemic and restrictions continue, life is changing, and we have to continually evolve as a school to cope and champion these changes. We are constantly striving to get better.

2022 will be a great year. We have new staff joining us and we have a number of existing staff that will be moving on. In particular, we are losing a number of experienced staff: Mrs Monique Soutter, leaving to be an Assistant Principal, Mr Mark Rottger, who will be taking on a new challenge in Narrabri at St Francis Xavier's, a school 200m from his new house, as well as Miss Brooke Theobald, an experienced infants' teacher who is off on a new adventure around Australia with her fiancé. Finally,



we are sadly losing Mrs Denise Gallagher, an experienced Aboriginal Education Assistant who has been with us for a long period of time.

A big thank-you needs to go to St Joseph's P & F for their work this year. In particular, the Chair, Ashlee Valentine, Vice-Chair, Jo Collett, Secretary, Amelia Carolan, Treasurer, Rebecca Crutcher, Kathleen as Canteen Coordinator, and all those who helped support by selling raffles and volunteering in the Canteen.

Finally, I would like to commend the work that Mr Steve Carolan and Mrs Kate Lennon have put into the School Advisory Council. They have been a great support to me and I have enjoyed collaborating and sharing ideas. I know also that due to the depth of support we have within the SAC, the new executive will fulfil their roles with great enthusiasm as we work together to make this school the best it can be.

Alistair Stewart  
Principal

## **1.2 A Parent Message**

Yet again a good portion of the year at St Joseph's Primary School Wee Waa was dominated by COVID-19. Almost every aspect of school life was impacted in some way. Student excursions, parent involvement, canteen and sport were all significantly impacted.

The greater Wee Waa community made it through the year without serious health issues arising from COVID-19. St Joseph's daily operations were significantly impacted by rules and regulations aimed at protecting a state population experiencing a wide variety of differing circumstances. The disruption was significant, but at the very least, the local community was spared from COVID-19.

Thanks and praise to all the teaching and administrative staff who navigated yet another dynamic school year. The rules around the learning environment changed almost as regularly as the weather.

I look forward to ongoing discussions within the School Advisory Council about the school's future direction. The role of the School Advisory Council is to be a sounding board for the school's managers and a place for open and honest discussion.

Kate Lennon and I have served the maximum term on the executive committee of the School Advisory Council and a new Chair and Secretary will be appointed at the AGM.

Thanks to Fr Joseph, to Principal Alistair Stewart and teacher representative Elise Vinson and to Kate Lennon, Jono Baird, Carlie Gray and Ben Palmer for joining me in being the parent representatives. Thank you for your time and input into the School Advisory Council process.

To the whole school community, I wish a trouble-free finish to the year and an enjoyable Christmas holiday. Fingers crossed that in 2022 we are back to normal.

Steve Carolan  
Chairman  
St Joseph's School Advisory Council

## **2.0 This Catholic School**

### **2.1 The School Community**



St Joseph's Primary School is located in Wee Waa and is part of the St Andrew's Parish which serves the communities of Wee Waa, Burren Junction, Piliga and Yarrie Lake, from which the school families are drawn.

Last year the school celebrated 110 years of Catholic education.

The parish priest, Father Joseph Armah, is involved in the life of the school.

## 2.2 Catholic Life and Religious Education

St Joseph's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The school community came together to celebrate a number of liturgies throughout the year. Whole school masses were held to celebrate the beginning and end of the school year. Various feast days were celebrated such as St Joseph's, and St Andrew's. Holy Week activities were a significant element of the school's liturgical life as were the Sacramental Programs, including reconciliation, Eucharist and confirmation which were led by Fr Joseph.

As well as a regular class and school prayer time, the children were involved in celebrating times of importance for the school and wider community, such as ANZAC Day and NAIDOC Week. St Joseph's participated in the following social justice opportunities: Caritas Project Compassion, Catholic Mission and St Vincent de Paul Winter and Christmas Appeals. This year saw the continuation of the great work of the Mini Vinnies committee, which helped to fundraise for SVDP. They also ventured into the community to work with the local Aged Care Home and spent time with the residents providing outreach. The establishment of a Junior Joey's committee was welcomed at the school. Their role is to help make positive impacts on the lives of families in the school community.

The school had regular communication with the parish administrator, Fr Joseph, throughout the year. The Religious Education Coordinator organised the Sacramental Program for the parish. Staff regularly attend Sunday Mass and were rostered for reading and as Extraordinary Minister's of Holy Communion at the community Mass.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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	20

## 2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	5	10	13	13	9	6	9	65	64
Female	5	10	3	7	8	8	6	47	43



<b>Totals</b>	10	20	16	20	17	14	15	112	107
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## 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, 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 college 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 2021 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>	93.0%	88.0%	87.0%	90.0%	86.0%	88.0%	87.0%	88.4%

### 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 System Performance Leader 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.	4
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.	6
6. Number of staff identifying as Indigenous employed at the school.	4
7. Total number of non-teaching staff employed at the school.	12

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- St Joseph's Primary School prides itself on promoting respect and responsibility with high expectations placed on behaviour.
- School leadership is promoted by the school through the cultivation of Year 6 as school leaders. St Joseph's continued to develop the leadership potential of students through different student groups, Mini Vinnies and Junior Joeys. There were opportunities throughout the school year to lead events such as school tours during the enrolment period, assemblies, masses and liturgies, as well as other community events. St Joseph's students attended events such as ANZAC Day, Remembrance Day, Senior Citizens' luncheon, Grandparents Day, and NAIDOC Week.
- Social competency was developed through the Buddy Program, which ensures a safe and enjoyable transition for Kindergarten students and helps build relationships between the older and younger students.
- Positive learning behaviour was promoted, encouraged and celebrated via the weekly Recognition of Learning assemblies. Further recognition was celebrated when children were seen demonstrating the "Spirit of Jesus" in areas of their learning, both inside and outside the learning environment.

## 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 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 in regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the parents surveyed, 65% participated. Parents were happy overall with their child's education, support for students with additional needs and the pastoral care provided to families.

Parents had the opportunity to comment on areas they would like to see improved at St Joseph's Primary School. There was a range of suggestions. Some suggestions were more regular feedback regarding the learning process, suggestions about upgrades around the school, particularly more spaces to meet with teachers privately, as well as suggestions of a hall or general-purpose all-weather space.

### **Student Satisfaction**

An independent organisation was engaged to survey students in regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the students surveyed, 93% of Years 4-6 participated. Students were generally happy about their education, safety and learning opportunities.

Students would like to see the school improve play and leisure facilities and increase the opportunity for more play, sports and use of digital technologies.

### **Staff Satisfaction**

An independent organisation was engaged to survey staff in regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process. Of the school's staff, 100% completed the survey. Overall, staff found St Joseph's a safe and rewarding workplace. They feel valued and challenged.

Staff indicated that they would like to complete more learning walks into other classes to observe practices, refurbishment and construction of office spaces and storage areas in the administration building and a plan for improvement or reconstruction of some physical buildings within the school.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

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

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



St Joseph's Primary School uses a variety of assessment strategies at key points in the learning framework. There was a focus on formative assessment to inform teaching and self and peer assessment guided by success criteria. The school participated in the nationwide literacy and numeracy testing program (NAPLAN) which helps identify individual learning needs and review whole class teaching programs.

Information on student progress was communicated on a regular basis and opportunities existed for external assessment results to be discussed with parents on an individual basis. The school participated in the Best Start Kindergarten Assessment, and MiniLit Program to support classroom learning.

St Joseph's Primary School has, 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.

## **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, 20 students presented for the tests while in Year 5 there were 10 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										
<b>Reading</b>	21.5	10.5	22.0	26.3	19.1	21.1	12.8	10.5	7.8	15.8	2.6	10.5
<b>Writing</b>	20.2	0.0	37.0	38.9	23.0	22.2	9.0	22.2	4.3	11.1	1.9	0.0
<b>Spelling</b>	23.1	16.7	23.4	27.8	20.2	11.1	13.0	22.2	6.5	11.1	4.6	11.1
<b>Grammar and Punctuation</b>	22.3	11.1	24.1	22.2	19.4	11.1	10.4	22.2	6.4	16.7	4.4	11.1
<b>Numeracy</b>	13.6	0.0	22.1	27.8	27.4	16.7	18.5	22.2	9.8	33.3	2.7	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										
<b>Reading</b>	15.5	0.0	24.7	42.9	27.2	28.6	18.3	14.3	7.5	14.3	3.3	0.0
<b>Writing</b>	7.5	7.1	17.0	7.1	32.6	28.6	26.9	50.0	9.7	0.0	3.2	7.1
<b>Spelling</b>	15.1	7.1	27.5	28.6	24.4	21.4	17.2	28.6	8.2	7.1	3.8	0.0
<b>Grammar and Punctuation</b>	12.9	0.0	20.6	14.3	27.1	35.7	19.7	28.6	9.2	14.3	4.5	7.1
<b>Numeracy</b>	10.2	0.0	20.9	0.0	28.8	50.0	23.6	42.9	10.0	7.1	3.1	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 2021 were:

Staff Professional Learning Activity	Date	Presenter
School & System Registration and Compliance	02/02/2021	Alistair Stewart
English & Maths Professional Learning	03/02/2021	Elise Baird & Sandra Walker
Living Well, Learning Well	05/02/2021	Catholic Schools Office Armidale
MaST Support and PD	25/05/2021	Sandra Walker & Monique Soutter
RE & Spiritual Development Day	10/12/2021	Catholic Schools Office Armidale & Karlee Hatton
School operations and Procedures	04/02/2021	Alistair Stewart
MaST Support and PD	03/08/2021	Sandra Walker
PM Benchmarking and Balanced Reader Approach	25/06/2021	Catholic Schools Office Armidale & Cengage

### 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](#) 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p><b>Improved English and Mathematics learning outcomes for all students</b></p> <ul style="list-style-type: none"> <li>• 57% of K-2 students reach PM Benchmark by the beginning of Term 3 2021</li> <li>• 38% of Yr 2 students were already at the aspirational target by the beginning of Term 3 2021</li> <li>• Over 42% of Yr 3 &amp; 5 students achieved upper 2 bands in NAPLAN reading 2021</li> </ul> <p><b>Increased data literacy and use of Data Dashboard evidence to plan next steps in student learning and care.</b></p> <ul style="list-style-type: none"> <li>• Establishment of a Learning Sprint culture, where small groups are tracked and provided with intervention to help them reach their prescribed targets. This is followed by a detailed analysis of each learning sprint.</li> </ul> <p><b>Increased recognition of schools as safe, productive, inclusive communities.</b></p> <ul style="list-style-type: none"> <li>• An increase in student, parent and staff satisfaction according to our annual school surveys</li> </ul>	<p><b>Great Learning and Teaching - Improved English and Mathematics learning outcomes for all students</b></p> <ul style="list-style-type: none"> <li>• Focus on Explicit Guided Reading to hone comprehension</li> <li>• Understand the Balanced Reader and the implications of that when teaching comprehension and phonemic awareness</li> <li>• Use of alternate texts and quality literature</li> <li>• Use of Lines of Inquiry (Inquiry Cycle) to target cohorts of students and next steps in learning</li> <li>• Use of Allied Health services to enhance speech and language development to better cater to the diverse needs of learners</li> <li>• The MaST project embedded across K-6</li> </ul> <p><b>Authentic Catholic Community of Care - Safe, productive and inclusive community</b></p> <ul style="list-style-type: none"> <li>• Explicitly teach elements of 3 Rules for Living expectations each year until fully embedded</li> <li>• Clearly communicate new processes regarding behaviour management, positive rewards and commendations</li> <li>• Integrate daily primary data into Data Dashboard where appropriate</li> </ul> <p><b>Strong Teams - Clear accountable pedagogy, tightly focused on data-informed, action-oriented evidence-based improvement work</b></p> <ul style="list-style-type: none"> <li>• Professional Learning on Data Literacy and development of Learning Sprint culture.</li> <li>• Targeted Professional Learning to support Early Career Teachers in improving practice</li> <li>• Targeted explicit instruction aimed at improving students' knowledge of Religious Education and Catholic Traditions.</li> <li>• Catholic Principals and Values evident in all Key Learning Areas.</li> </ul>

## 6.0 Financial Information

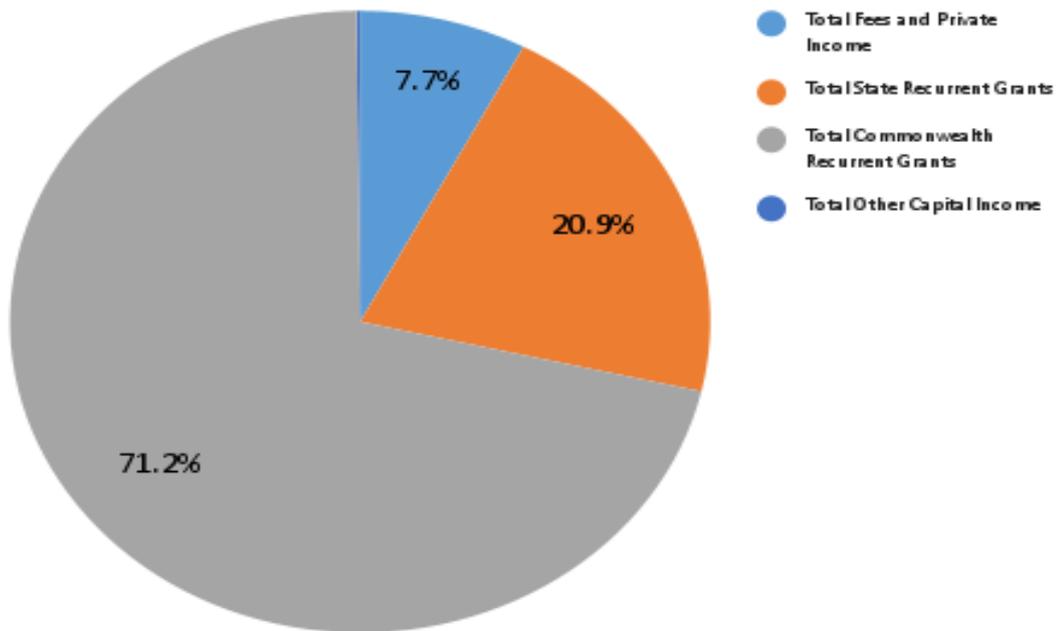
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2021 is presented below:



2021 Income - St Joseph's Primary School, Wee Waa



2021 Expenditure - St Joseph's Primary School, Wee Waa

