

# Annual School Report 2022 School Year

St Joseph's Primary School, Mungindi



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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 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 2023 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](#).



## 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.

I knew this moment was inevitable and that this time would come. It tells me that my memorable time at St Joseph's Primary school has to end.

I have one goal for this speech: Make sure that all students at St Joseph's know how important they have been to the positive culture of our school.

St Joseph's is an amazing school and will always have a special place for me as the first community I have led as a principal.

After 43 years as an educator I have endeavoured to embrace Catholic education, something that is so much more than just education and resonates in the school motto "whatever we do, we do it well".

In the past six and a half years, I have needed each one of you to support me, encourage me and guide me as a leader in order to make an impact on the important role of educational leader at St Joseph's. Your faith in me gave me the courage to be creative, take risks and to continue to focus on what really mattered; our students first and foremost.

Before I start discussing our students, I wanted to ensure that I thanked a few groups of people.

Firstly, parents. I want to thank you for bringing your children to our school and trusting us with them every day. Some of you did not have a choice, but I hope that if you did, you would have done the same way. I especially want to thank you for raising such an amazing group of young people that are here with us today. Parents being involved in their own child's life leads them to more opportunities for success; our students have shown so many positive qualities and we know this all starts at home.

Secondly, staff. This is about the collective effort of all of you. Everyone; from the grounds person, cleaner, librarian, EAs, AESs, counsellors, secretaries to teachers in the school, believe in always doing what is best for the students. Your kindness and caring for students as a whole is the reason that we have seen students blossom into confident and creative young people. Thank you for always caring about St Joseph's students.

Finally, a huge thank you to Fr Vic Ignacio, Fr Damien Locke and our dear spiritual leader Sister Jan Baker. You are an inspiration and integral part of the school community.

Teaching, to me, is a privilege and a great responsibility; one I accepted very early in my life. Thank you for your support in raising awareness for the issues I am passionate about, especially of what we have achieved together for your children to ensure they have access to a Catholic, holistic and high standard of education. Nelson Mandela's words: "Education is the most powerful weapon, which you can use to change the world".

I am thankful to God to have led such a diverse and talented team on this road of transformation. So thank you to my colleagues. We have shared our tears and joyful times together.

Celebrating students' success is paramount to self reflection and change is never easy. It challenged my abilities to the limit and tested my perseverance at times. Recognising the expertise within our team at St Joseph's helped to share the load.

As I look back, I see that this was a learning process for me. I learned to be more compassionate even when making no compromise on matters of discipline. And I would like to say to you, that that balancing act was never easy.

Some things in life are not decided by logic, but by the dictates of the heart or body. Or both! I know with certainty that you can go ahead.



After having taught you to be the best you can be, now it is my turn to set an example. For me, it is time to walk away with the knowledge that I have done my best; and by the grace of God have brought to the limelight a few who otherwise would have dwelt in the shadows, undiscovered and not valued.

What will I miss the most, I am frequently asked? The answer; the students.

Morning smiles and greetings, have a lovely afternoon, general conversation about weekends, excitement leading up to birthdays, special visitors etc.

So with a thankful heart and with so many precious memories of the students, families, staff members, Sisters and parish priests over the years. But that is how life is.

I would like to take this opportunity to wish Mrs Frances Reynolds a rewarding and memorable time in Mungindi. I hope that your time here will always hold a special place in your heart.

Thank you one and all for all the support you have given me over the years.

To the students; I will miss you! You make my world go round. God bless and all the best for a bright and an amazing future! May God hold you gently in the palm of his hand.

Deborah Harrison  
Principal

## **1.2 A Parent Message**

I'm sure all parents would agree that it was great to have a relatively normal year in terms of COVID-19 restrictions with kids getting much needed face to face classroom time and returning to normal activities such as church, assemblies and sports days. Floods seemed to replace COVID-19, creating difficulties for students getting to school and the staff are to be congratulated on their response to these issues, making sure all students had access to all the learning materials they needed while not physically at school.

The School Advisory Council would like to extend a big thank you to all the teachers and staff of Joeys for making the school a safe and encouraging environment for our kids to enjoy, grow and be a part of a great school community.

Thank you also to the Catholic Schools Office for their work, especially to John O'Connor and Kate Kenny for their work in recruitment, which has set us up well for 2023 and the future. Recruitment is a difficult issue in all industries at the moment and only through the dedication of people like Kate Kenny and John O' Connor are we able to ensure high quality staffing of St Joseph's.

Thank you and congratulations to Deb Harrison for her many, many years of dedication to St Joseph's and its children. We wish you all the best for your well-earned retirement.

The School Advisory Council and school community wish to extend a warm welcome to the school's new Principal, Mrs Frances Reynolds. We all look forward to an exciting 2023 school year with you guiding the school and its students.

Mr. Sam Heagney  
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, from which the school families are drawn.

Last year the school celebrated 98 years of Catholic education.



The parish priest, Fr Victoria Ignacia, 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.

Teachers work explicitly to incorporate the Catholic Principles and Values and the Christ centred values contained in the school's Mission and Vision statement into the daily life of the school. St Joseph's Parish (known as St. Brigid's) school was founded by the Sisters of Mercy and commenced in 1924. The Little Company of Mary came to St Joseph's, followed by the Sisters of St Joseph, who remain active in both the school, parish and community. The school community is proud of the contribution made by the different orders over the years and only hope that the sense of 'service to' and 'love of' school that past generations have displayed is not lost. Staff and students continue to live Catholicity through signs and symbols, outreach to others and awareness of the needy. The school community is committed to Catholic discipleship and to valuing and respecting students and their families. During the enrolment process, parents are reminded of the Catholic identity and mission of the school and that it is an expectation that they will support the living out of that mission.

St Joseph's Primary School continues to follow the Emmaus Journey Program from K-6.

During the course of the year, many masses and liturgies were celebrated as a school community, including Beginning of School Year, Ash Wednesday, Anzac Day, Mother's Day, Easter Season, Father's Day, St Mary of the Cross, St Joseph's Feast Day, Remembrance Day, End of Year and the Advent Mass. Teachers and school staff attended the annual Deanery Mass at Moree. During Term 1 the events of Holy Week were celebrated. Staff and students participated in prayer and reflections during regular Monday assemblies, with special liturgies for Lent and Advent. These prayers were based on the Catholic values which the school strives to teach, model and uphold within the community. The school's Sacramental Program was supported by the Religious Education Coordinator, parents and Sister Jan Baker. Communication was maintained with regular updates going home in the School Newsletter and Parish Bulletin.

This year, there were no students in Year 6 to participate in the annual Diocesan Religious Education (RE) Test.

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	0

## 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 2022	TOTAL 2021
Male	4	6	4	6	5	2	8	35	17
Female	6	7	4	6	3	2	2	30	16



<b>Totals</b>	10	13	8	12	8	4	10	65	33
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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 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 2022 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>	84.0%	86.0%	77.0%	86.0%	82.0%	78.0%	100.0%	84.7%

### 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.	1
2. Those teachers at the NESA Teacher Accreditation Proficient level.	4
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	3
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	2

## 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 St Joseph's and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, Compass, assembly messages and by the nature of interpersonal relationships.
- Due to ongoing COVID-19 restrictions, it was difficult to hold parent information evenings. Staff and students were involved in a range of outreach activities, including attending Remembrance Day services, writing letters to the elderly in hospitals and aged care homes.
- Students and staff contribute generously to social justice appeals, including Project Compassion and Catholic Missions. Academic, Random Acts of Kindness and pastoral care awards were presented at weekly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Evening with awards from the local Moree Shire Plains Council and Mungindi Sub Branch of the RSL.
- Many of the awards presented to students throughout the year are 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 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.

During the year, 13 of the 25 parents completed the survey (52% completion rate). The Parent Satisfaction Survey is a comprehensive questionnaire covering aspects of parents' perceptions of their children's experiences at home and school.

In particular, parents indicated that:

- they felt welcome in the school and written information from the school is in clear, plain language
- parents preferred Parent-Teacher interviews to be informed about reports on their children's progress
- parents support learning at home and encourage their children to do well at school
- their child is clear about the rules for positive behaviour
- their children felt safe at school and travelling to and from school
- the school is inclusive with staff taking an active role to include students in activities and teachers help students who need extra support

A high percentage of parents reported that the school would be their first choice with well over 91.7% of parents reporting that they believed the school environment is welcoming and the grounds are well maintained. The school sought input and feedback about the school across a number of areas with 73% of respondents reporting that they had been consulted about school planning. All St Joseph's teachers engaged families in conversation centred on student learning and greater scaffolding was provided for parent-teacher meetings to increase parent understanding of their children's learning goals.

### Student Satisfaction

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

The students have voiced in a Student 4-6 survey and through informal interviews, a high degree of satisfaction with the school's participation in the Science challenge Alumni, Library learning time, the music via Zoom and fundraising activities.

Working with technology continues to be an area of high satisfaction. The students have shown engagement and are highly satisfied with the inclusion of iPads and the use of Interactive Promethean Panels in teaching and learning.

The K-2 children greatly enjoyed the Promethean Panel and the increased variety of play choices in the Infants' playground environment. The Veggie Garden was popular with all students. They greatly enjoyed taking on leadership roles and being readers at Mass and school liturgies. Years 4 and 5 participated in an excursion to Canberra this year.





## **Staff Satisfaction**

An independent organisation was engaged to survey teachers with regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, Staff Engagement, Resources and the Improvement Process. Most areas received excellent feedback, while the area of Catholic Ethos received good feedback.

Teachers have the opportunity to feedback satisfaction and evaluate effectiveness each term. Informal feedback via evaluation, staff meetings and interviews indicate that staff appreciated their professional learning opportunities. Teachers expressed levels of satisfaction in learning sessions where teachers had tried new ideas and strategies and successes were celebrated. They valued the opportunity to work in smaller teams. They valued the opportunity to reflect on their learning as a staff team and about their achievements in relation to the School Improvement Plan. Teachers were involved in developing a new Mission and Vision Statement for 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.

The Religious Education curriculum and other initiatives such as Living Well, Learning Well are significant components of our total effort to improve students' social and emotional well-being and their ability to access the curriculum. A Catholic worldview influences how we look at everything in life, and how we think and act in particular circumstances.

#### **Literacy**

At St Joseph's students develop knowledge, skills and understanding of the English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar. The Literacy Block is taught using modelled, shared and guided instruction and opportunities for independent practice. The gradual release of responsibility model is evident in the Literacy Block. Teachers incorporate strategies to support and enhance their English programs by understanding the importance of recognising those students who require either enrichment or intervention in Literacy. READ 3 was initiated into the school successfully this year. This was a pilot project that will now continue into 2023. In the infants, IntiaLit-F is taught with MultLit as a support program.

In Writing, the Big Write and VCOP are methodologies for raising the standards in writing across all ages and ability levels throughout Australasia. It seeks to address the reasons why there are falling standards in writing. Based on the premise that 'if they can't say it, they can't write it', we scaffold learning to allow children to become articulate thinkers and speakers, who will then become articulate writers.

#### **Numeracy**



Mathematics is taught in a daily, uninterrupted block. It is expected that teachers will meet the requirements of five sessions totalling 180 minutes per week. Teachers incorporate strategies from various Numeracy support resources. Teachers utilise a range of pedagogical techniques to ensure every student is being challenged to achieve their personal best in Numeracy.

### **Technology**

The school continues to be a leader in the area of 21st century pedagogy, possessing all the necessary tools, a dedicated and exemplary staff, Promethean Boards, Chromebooks (all students in Years K to Year 6 have been assigned their own Chromebook), iPads, wireless technology and learning areas conducive to 21st century teaching. The school's pedagogy integrates digital technologies to effectively engage students in the learning process and enhance achievement as well as extending interaction with local and global communities. A Maker Space area has been developed with the opportunity for coding and robotics. These skills are taught from Kindergarten through to Year 6. Coding gives the students the opportunity to work together cooperatively and to extend their organisational, analytical, communication and higher order thinking skills.

### **ATSI**

ATSI students continue to be involved in the Gamilaraay language in some aspects of school life.

### **Creative Arts**

In cooperation with the New England Conservatory, music lessons were delivered via zoom to students. Lessons were once a week. Students interacted with their music teacher with enthusiasm.

## **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, 7 students presented for the tests while in Year 5 there were 3 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.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	17.5	0.0	21.0	0.0	19.4	14.0	11.6	43.0	8.4	29.0	2.7	0.0
<b>Writing</b>	19.5	0.0	35.0	14.0	23.8	29.0	10.1	29.0	4.8	14.0	1.7	14.0
<b>Spelling</b>	17.9	0.0	23.0	14.0	19.7	14.0	13.0	29.0	6.9	29.0	6.0	14.0
<b>Grammar and Punctuation</b>	16.8	14.0	20.1	0.0	19.8	43.0	13.1	29.0	6.9	14.0	4.0	0.0
<b>Numeracy</b>	11.4	14.0	20.4	0.0	26.2	29.0	20.2	14.0	10.5	29.0	3.3	14.0

NOTE: Year 5 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

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.

### 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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Vision an Mission Statement Development	03/02/0022	Mr. Gerard Hore
Digital Technology	07/02/0022	Mr. Paul Hamilton
Child Protection/Sexual Harrassment Modules	04/02/2022	CSO D Harrison
UTE: Technology: Robotics	07/02/2022	Paul Hamilton
InitialLit Training	15/03/2022	CSO
OLT Special Needs Training Course	22/03/2022	OLT Online Training



SORA: Library: digital	10/05/2022	CSO Alicia Pringle
ECO System training	26/03/2022	CSO Elise Baird
Wellbeing Retreat	07/06/2022	Anne Finlayson. Renewal And Spiritual Team
Wellbeing Retreat	16/08/2022	Anne Finlayson, Kerry Steller. Renewal and Spiritual Team
Early Career Teacher PD	28/07/2022	CSO J. Laird, M Woolaston

#### 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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"><li>• Build and maintain the whole school culture of strong teams.</li><li>• Nurture and collaboratively embed the Living Well, Learning Well framework.</li></ul>	<ul style="list-style-type: none"><li>• Successful implementation of the Diocesan MaST project including the introduction of the new Maths syllabus, leading to consistent, shared understanding and practice K-6.</li><li>• Improve writing practice leading to higher levels of learning growth for all students.</li></ul>



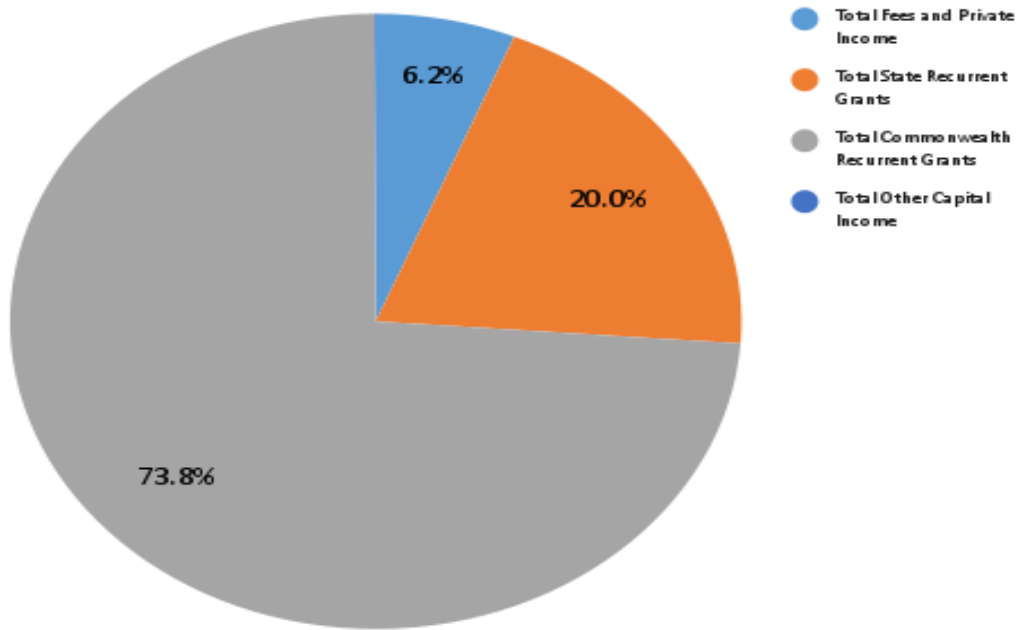
## 6.0 Financial Information

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 2022 is presented below:



### 2022 Income - St Joseph's Primary School, Mungindi



### 2022 Expenditure - St Joseph's Primary School, Mungindi

