

Annual School Report

2021 School Year

St Joseph's Primary School, Woodburn



ST JOSEPH'S
PRIMARY SCHOOL **WOODBURN**



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About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore 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 to the Parish School Community* for this year provides the parish 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 parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2022 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6682 2468 or by visiting the website at www.wdbplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Participated at Merit levels in the Newcastle Permanent Primary Mathematics Competition.
- Participated in Distinction and Credit levels in the International Competitions and Assessments for Schools (ICAS) in Digital Technologies, Writing, English, Spelling, Science and Mathematics.
- Achieved at or above expected growth in 80% of students in Year 5 NAPLAN Spelling and 73% in Year 5 NAPLAN reading.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2021 the school:

- Was limited from being involved in many Community and Cultural events due to the Covid-19 restrictions and cancellations.
- Students represented our school on Anzac Day by attending a School Liturgy service to acknowledge the ANZACs. The usual representation at both the Woodburn and Evans Heads services was cancelled due to Covid-19.
- Students participated in parish Masses where possible during Ceremonies.
- Mini-Vinnies were unable to make their usual visit to the Mid-Richmond Retirement Village to be with the elderly residents during Covid and unable to visit the Woodburn Preschool to work on a project with the children. They prepared comfort packs for those in need in the community to be distributed by St Vincent De Paul and Christmas Hampers.
- Student Representative Council held a fundraising day each term (where allowed, due to Covid-19) to support local charities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- Many students represented the school in the Richmond Zone Swimming and Cross Country Events.
- Two students represented at the Diocesan and Polding levels in Swimming.
- Two students represented the Richmond Zone at the Diocesan level in Cross Country.
- Unfortunately, the Richmond Zone, Lismore Diocesan and Polding Athletics were all cancelled due to Covid-19 pandemic restrictions.



There were many people who assisted in the school's quest for excellence. 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.

Jeanette Wilkins
Principal

1.2 A Parent Message

The Parent Forum exists at St Joseph's Primary School to:

- Enhance the partnership between the school and families.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education and parent forums.

In 2021 the Forum met twice a term for the first two terms with the Principal and Assistant Principal and discussed a range of issues. Prominent on the agenda for the group was the continued support for the school resources. The Covid-19 restrictions reduced the number of meetings held in the second half of the year.

Other matters of importance included discussions on developments in curriculum, assessment and reporting at a school and national level including NAPLAN, school infrastructure, student behaviour expectations, uniform, information relating to parent education including information evenings and courses, canteen and fundraising matters. Early in 2021, we as a committee decided to hold our Annual Fireworks Night again. We had also discussed our usual events such as Mothers' Day Breakfast and Mass, as well as Fathers' Day Breakfast. Unfortunately the Fathers' Day Breakfast needed to be cancelled due to the Covid-19 restrictions.

Communication and involvement between parents and the school remained very high. We were lucky enough for our children and parents to be involved in regular Zoom meetings to be kept up to date with learning and current Covid requirements.

We look forward to continued support from the parent community as we continue in partnership with the school administration to provide an exciting and worthwhile learning and faith environment for our students.

Tracey Bodley
President
Parent Forum

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Woodburn and is part of the St Joseph's Catholic Parish which serves the communities of Woodburn, Evans Head, Broadwater and surrounding rural areas of New Italy, Swan Bay, Kilgin, Rileys Hill and Bungawalbin, from which the school families are drawn.

Last year the school celebrated 107 years of Catholic education.



The parish priest Fr Max Gow (Administrator) is involved in the life of the school.

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

- The celebration of the Sacrament of Confirmation during the weekend Parish Mass with the Bishop of Lismore being the principal celebrant.
- The school supported Parish Masses by the inclusion of staff and students on rosters for ministries such as readers, music, Eucharistic ministers, Altar Servers and sacristans.
- Staff are involved in the Parish by attending Parish Advisory Meetings, Parish Finance Council Meetings and Parish Schools' Meetings.
- Parent meetings and the Family Based Sacramental Preparation Program with parishioner support for students preparing for the Sacraments of Penance, Confirmation and First Eucharist.
- Celebration of masses and liturgies, particularly for special feasts such as St Joseph and St Mary MacKillop.
- Involvement and invitation of parishioners in school events such as Catholic Schools Week, Holy Week etc.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 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	6	2	6	2	5	10	8	39	38
Female	5	11	4	14	12	7	9	62	68
Indigenous *	1	1	0	2	1	2	0	7	8
EALD *	1	0	0	0	0	0	1	2	1

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 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 monitor attendance each day as a part of their duty of care. 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
95.0%	92.0%	92.0%	92.0%	92.0%	94.0%	94.0%	93.0%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 14 teacher(s) accredited with NESA, 9 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 5 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.0%. This figure is provided to the school by the CSO.

Mrs Nikki Cronan was welcomed to the staff as the Year 3 teacher.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's



commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2021 the 'Making Jesus Real' program continued to be a lived and visible part of our everyday school life. The continuation of a Wellbeing Committee and the role of our Social Emotional Learning teacher further highlighted how respect and responsibility are fundamental to our school values and beliefs.

- During 2021, a year of Covid-19, the wellbeing of our students, staff and community was paramount. From the time that the school was reduced to children of emergency workers only, and remote learning began, a plan was set in place to be in contact with students and families on a daily basis for check-in through Zoom, SeeSaw, Google Classrooms or telephone.
- Throughout 2021 we continued to grow as a Positive Behaviour School, with our school rules and values of Respect, Self Responsibility, Effort and Safety being encouraged at home during remote learning with a matrix sent to families covering the four values in learning from home. The school's Behaviour Matrix is the central framework for the teaching of expected behaviours in all school settings. These behaviours are taught explicitly and repeatedly. Awards based on the school rules were presented at our weekly whole school assemblies.
- In 2021 students were unable to be involved in the usual range of outreach activities due to the Covid-19 restrictions. Our visits from the Mini Vinnies group to the local nursing home and preschool were cancelled. Students and staff contributed generously to social justice appeals, organised by the Student Representative Council, including St Vincent de Paul and Caritas.
- Making Jesus Real awards were presented at our weekly whole school assemblies when all students returned to school.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- During Covid-19 the Diocese of Lismore surveyed school leaders, staff, students and families to gauge the opinions of all members of the school community in relation to home learning and the possible implications for future learning.
- Feedback was requested regularly in the School Newsletter and through Google forms.
- Informal interviews with parents and students were held. Issues and areas were addressed and action taken where necessary.
- The principal conducted individual interviews with each staff member to assess levels of satisfaction with regard to the principal, leadership and parental support, and overall satisfaction in all areas of school life. These were used to assist in determining goals and targets for individual goals and the Annual School Improvement Plan.
- As a continued response to Building Cultural Capacity, students were interviewed in the areas of school and learning.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (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.

Each of the Stages within the School is immersed in flexible and adaptive learning.



- The school began working with Dr Lyn Sharratt. The Learning Collaborative is a two year planning, development and research partnership. The focus of this work will address literacy and specifically writing.
- The school's focus on Mathematics continued with our journey as an Extended Mathematical Understanding (EMU) School. With the use of individual Mathematics Assessment Interviews from Kindergarten to Year 6, individual student knowledge of foundational Mathematical Concepts was identified, allowing for the design of high quality Mathematics programs to meet each student's particular learning needs throughout the Covid-19 reduced time at school and home learning.
- The use of the Maker Space, and the offering of Science, Technology, Mathematics and Engineering (STEM) activities provided opportunities to cater to students' interests. The purchase of extra Tablets, Ozobots, Mini Spheroes, and drones last year facilitated greater student access to digital technologies across the curriculum and resulted in increased student engagement.
- At St Joseph's, primary teachers plan and review the curriculum in collaborative professional learning teams. We continued to use Du Four's Four Critical Questions to address data, informing curriculum and pedagogical delivery to meet student needs. Teachers and students use learning intentions and success criteria to support their learning and teaching. To further encourage student ownership of their learning students set individual learning goals.
- Years 1- 6 students participated in the Premier's Reading Challenge.

The school continues to work towards developing 21st Century pedagogy. This pedagogy will underpin learning across the school.

As a school we began a two year partnership with Dr Lyn Sharratt through the Learning Collaborative to improve literacy outcomes, specifically writing, for all students through the exploration, understanding and implementation of the 14 parameters.

As an EMU school, our focused whole school approach and intervention protocols continued with the beginning of the year holding individual Mathematics Assessment Interviews for all students, Kindergarten to Year 6. Analysis and identification of vulnerable students followed with targeted intervention five times per week with the EMU Specialist Teacher for 20 weeks. Class Mathematics lessons continued to support learning with the agreed Diocesan Mathematics Block structure of the warm-up, rich task and reflection.

Student wellbeing continued to be a focus at St Joseph's even more so in the year of Covid-19. The students were involved in a variety of activities on a weekly basis to enrich their school experience through their social/emotional development. Apart from the vertical group whole school activities, other offers included quiet reading in the library during lunchtime, weekly Lego Club from 3.30 to 4.30 pm (cancelled during the Covid restrictions), and small group and class sessions with the Social Emotional Learning Teacher.

The parish primary school offers a strong co-curricular program including student participation in:

- Significant religious events throughout the liturgical year including masses, liturgies, whole school prayer, fund-raising for Caritas Australia's Project Compassion and Catholic Mission, and community service activities such as Mini Vinnies visits to the Nursing Home and Preschool (not during Covid-19).
- The annual School Community Fair which raised additional funds to purchase Sports Shades and Primary oval topsoil.
- Various sporting events throughout the year as highlighted in the Sporting Achievements section of this report.
- Our outdoor education program which had to be cancelled this year due to Covid-19. The program usually includes the Stage 3 excursion to Lake Keepit Sport and Recreation Centre for activities such as canoeing, kayaking, sailing, giant swing, archery and the Commando course to develop



physical, problem-solving, and leadership skills to support the Personal Development, Health and Physical Education curriculum area. The alternate excursion for Stage 3 is a four night stay in Canberra looking at various aspects of Parliament and the National Capital supporting the areas of History and Geography. Stage 2 students usually have a two night stay at Camp Goodenough engaged in many worthwhile learning opportunities focussing on activities around teamwork, resilience and problem-solving to support the Personal Development, Health and Physical Education curriculum area. The alternate excursion includes a three night stay in Coffs Harbour visiting the aquarium and interesting local areas supporting the curriculum areas of Geography, Maths and PDHPE.

- A visit to Macadamia Castle by Early Stage 1 and Stage 1 students who learnt about native animals, plants and habitats as part of their Science and Geography units.

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, 15 students presented for the tests while in Year 5 there were 17 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 workshops.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	22.0	6.3	22.0	18.8	19.0	43.8	13.0	12.5	8.0	0.0	3.0	0.0
Writing	20.0	12.5	37.0	43.8	23.0	43.8	9.0	0.0	4.0	0.0	2.0	0.0
Spelling	23.0	6.3	23.0	37.5	20.0	31.3	13.0	12.5	7.0	12.5	5.0	0.0
Grammar and Punctuation	22.0	12.5	24.0	31.3	19.0	31.3	10.0	18.8	6.0	6.3	4.0	0.0
Numeracy	14.0	12.5	22.0	25.0	27.0	43.8	19.0	18.8	10.0	0.0	3.0	0.0

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	16.0	11.8	25.0	0.0	27.0	52.9	18.0	23.5	8.0	0.0	3.0	5.9
Writing	8.0	11.8	17.0	11.8	33.0	17.6	27.0	35.3	10.0	17.6	3.0	0.0
Spelling	15.0	11.8	28.0	23.5	24.0	23.5	17.0	23.5	8.0	5.9	4.0	5.9
Grammar and Punctuation	13.0	0.0	21.0	29.4	27.0	29.4	20.0	29.4	9.0	5.9	5.0	5.9
Numeracy	10.0	5.9	21.0	29.4	29.0	35.3	24.0	23.5	10.0	5.9	3.0	0.0

As can be seen from our 2021 Year 3 writing data 53% of our students are in the top two bands. Our Year 5 writing data shows 11 Students made at or above expected growth. It is pleasing to see there is no negative growth in writing in our Year 5 data. A number of initiatives have contributed to our writing results. In 2021 we embarked on our school improvement journey with Lyn Sharratt. We were focused on starting every meeting with data.

In Numeracy over 35% in both Year 3 and Year 5 students are in the top two bands. Staff have engaged in professional development to further their mathematical knowledge through the EMU specialist teacher. NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly in the areas of Spelling.



3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Proclaim Lismore	05/05/2021	Fr Richard Leonard, Br David Hall, Fr Frank Breenan, Bishop Greg
Introduction to the 14 Parameters- Lyn Sharratt Learning Collaborative	01/04/2021	Lyn Sharratt Collaborative Team
Spirituality Day and Data Walls Lyn Sharratt - Learning Collaborative	12/07/2021	Leadership team/Lyn Sharratt Collaborative Team.
Spirituality Module, Lyn Sharratt Learning Collaborative	25/06/2021	Leadership Team, The Lyn Sharratt Collaborative Team

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Autism Spectrum Disorder Course	16	Neukirch
Learning Collaborative Lyn Sharratt	4	Lyn Sharratt
Learning Collaborative - Lyn Sharratt	4	Lyn Sharratt
School Administration Training Days	2	Catholic Schools Office
Leading Implementation of the New K-2 Mathematics & English Syllabus- school leaders	2	Kerrin Cronin and Debbie Dwyer
First Aid Refresher	17	St John's Ambulance
SALT Child Protection	17	Online

The professional learning expenditure has been calculated at \$3518 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious



education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School [Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy



The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

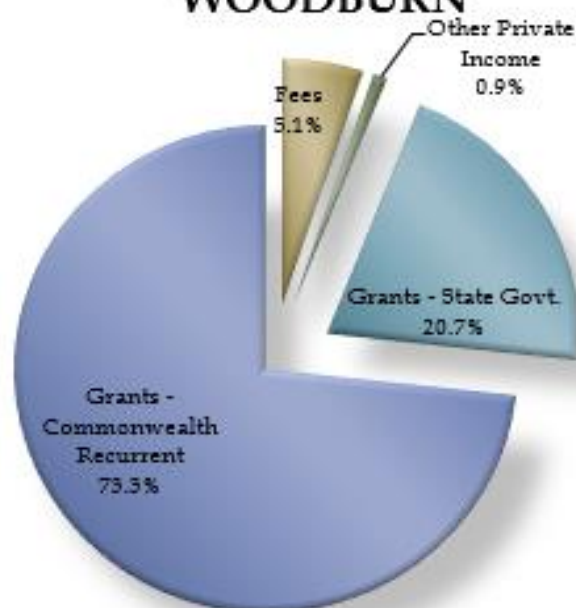
Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ Members of the St Joseph's community demonstrated the connection between our Catholic faith and how we live and interact.</p> <ul style="list-style-type: none"> Whole school Beliefs and Behaviours were upheld and staff were accountable to each other. <p>Students understood and unpacked scripture more effectively.</p> <ul style="list-style-type: none"> Staff Religious Education Unit reflection regarding the Catholic World View demonstrated a deeper understanding of how it impacts student learning. Increased teacher confidence and ability to unpack Scripture with students. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Students will have an awareness of the Catholic Social Teachings and the impact they have on others (demonstrated through social justice initiatives). Making Jesus Real Survey - Student and staff surveys will reflect evidence of staff and students living their faith on a daily basis. Parent surveys will provide evidence of school support in their role in the religious and spiritual upbringing of their child. Increased attendance, participation and engagement in community events. Parent staff and student survey (authentic witness beliefs and behaviour) pre- and post-Survey will show improvement.
<p>Learning and Teaching Literacy</p> <ul style="list-style-type: none"> Increased understanding of how to improve student outcomes in writing by involvement in the Learning Collaborative - Lyn Sharratt. All staff can identify the 14 parameters needed for improvement in student writing. Improved Quality Tier 1 teaching across all Key Learning Areas because of involvement in the Learning Collaborative. Agreed Whole School Practices in Writing to guide the programming and teaching. Regular and consistent timetabled opportunities for reflective practice through peer observation. <p>Maths</p> <ul style="list-style-type: none"> A deeper understanding of What Matters Most in Learning and Teaching through the work of the Lyn Sharratt Collaborative - Mathematics focus. Improvement in MAI data, PAT, NAPLAN. Higher student engagement in Maths through improved attitude and understanding. 	<p>Learning and Teaching Literacy</p> <ul style="list-style-type: none"> 80 per cent of students will make at or above expected growth in writing according to NAPLAN. A living Data Wall will reflect growth for students and provide the impetus for discussion of concerns. <p>Numeracy</p> <ul style="list-style-type: none"> A higher percentage of students will make at or above expected growth in Numeracy (NAPLAN). A higher percentage of Year 3 students will be in the top two bands of Numeracy in NAPLAN. Student survey Pre- and Post-Affective Attitudinal survey will show a positive attitudinal change in 80% of students.

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary 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 WOODBURN



2021 EXPENSE - St Joseph's Primary School WOODBURN

