

# Annual School Report 2023 School Year

St Joseph's Primary School, Warialda



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Principal  
Mathew Mills

## 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 2024 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 6729 1328 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.

As a result of late enrolments, the year began with 27 students. Fee relief offered by the Catholic Schools Office, Armidale (CSO) was gratefully acknowledged by the new families and the year began with a focus on building strong student and parent relationships. The children were organised into two class groups; a Kindergarten to Year 3 class and a Year 4 to Year 6 class.

The Annual Improvement Plan (AIP) was collaboratively written by the staff under the key areas:

- Christ-centered Inclusive Catholic Community
- Good Learning and Teaching
- Strong Teams, and
- Excellence in Stewardship and Governance

#### **Christ-centered Inclusive Catholic Community**

Reconnecting with parents was a focus for St Joseph's being a Christ-centered Inclusive Catholic Community. The celebration of religious events attracted more parents, family members and parishioners and all students had opportunities to participate in school liturgies and masses as well as outreach programs such Project Compassion, Mini Vinnies and Catholic Mission.

The area of greatest success was the children's personal responses to the Catholic faith. A number of children expressed the desire to continue their sacramental journey throughout the year. A first reconciliation and first holy Communion were completed and two of these will be confirmed. An off-site staff prayer retreat and evening twilight prayer meetings for staff, parents and parishioners were offered.

The school developed further its response to post COVID-19 well-being issues by continuing to implement the Living Well, Learning Well Framework. The staff noted that there was a lot of anxiety and socio-emotional issues amongst the children and this resulted in increased Centacare counselling referrals and Compass Chronicle notifications.

#### **Good Learning and Teaching**

An area of success in Good Teaching and Learning was the introduction of the InitialLit evidence-based whole-class literacy program in the K- 2 classroom. A strong focus on reading and writing underpinned the program. Exposure to quality literature was a daily feature of the literacy block.

Another area of success in Good Teaching and Learning was the appointment of an Assistant Principal/ Leader of Pedagogy (LoP). The focus for this was to develop successful and critical readers and independent writers using the Gradual Release of Responsibility model.

The staff agreed that maintaining two distinct class groups, as well as a re-focus on fortnightly Big Writes, guaranteed a tightly run literacy block.

In Mathematics, the Gradual Release of Responsibility model was the underlying model in the Year 4-6 classroom. In each teaching unit students were introduced to tasks and worked in a variety of ways individually, in pairs and in groups, to explore and solve these. The focus in the K-3 classroom was the first year of the MaST mathematics units. These units engage with all students at their current learning area. The mathematics focus was around providing essential numeracy knowledge and skills, and differentiating learning to meet the children's varied needs.

The school's Aboriginal Education Assistant implemented an indigenous language program for students in Years 4-6. Students identifying as Aboriginal or Torres Strait Islander participated in an indigenous cultural identity program. NAIDOC Week celebrations took the form of a liturgy



incorporating a welcome and smoking ceremony by an aboriginal elder to open our new Yarning Circle, as well as a Catholic Rite of Sprinkling and Blessing, and a BBQ. The Aboriginal Education Assistant worked with the teachers in class, to support authentic Aboriginal cultural experiences and perspectives through the curriculum.

### **Strong Teams**

The success in this area was the strengthening of strong teams by being data-informed and literate. The use of a physical data wall in the Professional Learning Team room was backed up by CSO Data Dashboard. The weekly collection of PM Benchmark data led to strong growth and an improvement in reading comprehension. The CSO data collection schedule was maintained with the regular uploading of PM and PAT Reading and Mathematics data, as well as analysed writing samples of each term's Cold Write assessment tasks.

The case management of students who haven't achieved learning targets was another focus in this area. Teachers and education assistants worked as a team with the Inclusion Support staff from CSO to identify, screen and provide Tier 2 and Tier 3 support for these children.

Student attendance rates were of concern due to post COVID-19 well-being issues. There was, however, an improvement in attendance data compared to previous years.

### **Excellence in Stewardship and Governance**

The students continued their environmental awareness by recycling paper, drink containers and general waste. The K-3 students set up three garden beds and maintained these throughout the year. They were rewarded with a harvest of crops in Term 4.

The Principal and school secretary continued to maintain good governance and prudent financial management by utilising streamlined office procedures. The school secretary worked well with the introduction of the Tech One Finance package.

The Principal promoted a culture of feedback focusing on re-building relationships with parents, with the strategic intention of providing feedback on their children's learning as well as discussing attendance and well-being. The Principal took on the role of Inclusion Support Teacher and worked with the parents and CSO staff to address complex learning needs, some of which were imputed and awaiting referrals for support services and reports from medical professionals.

### **Parent Participation**

The School Advisory Council was unable to meet.

The continuation of the Parents and Friends Association was one of the year's highlights, as parent representation and voice were impacted over the past three years. The association was formed with the support of the CSO Parent Engagement Office and the association set about fundraising for excursions, supporting the end-of-year Presentation Lunch.

### **Cultural and Sporting**

Sports events and excursions were in full focus with a school camp for Years 4-6 students at the Lake Keep It Adventure Centre in Term 4 and end-of-year excursions for K-3 students. The children were able to take part in a swimming carnival in February and an athletics carnival with Gravesend and Pallamallawa Public Schools in June. A cross-country event was conducted at school in Term 2. The school was able to attend cultural events including the Warialda Agricultural Show, Myall Creek, Ceramic Break Sculpture Park and Grip Leadership Conference in Moree. Selected primary students participated in various representative rugby competitions in Inverell. The End of Year Prize Giving Ceremony and Presentation took place in Term 4 along with the Year 6 Graduation.

All in all, 2023 was a successful year for promoting the school in the community and re-engaging with the families and the parish.

Mathew Mills  
Principal



## **1.2 A Parent Message**

This year the P & F reformed, after a four-year hiatus, with a dedicated team of parents and friends hitting the ground running, from the beginning of the year. The first meeting included the Catholic Schools Office providing guidance to the P&F.

The P&F supplied funding for the recent excursion to Lake Keepit for Years 4, 5 and 6, and the K-3 day excursions. Funding was provided for the Year 6 T-shirt.

Danni Perrett  
Chairperson  
St Joseph's Warialda Parents and Friends Association

## **2.0 This Catholic School**

### **2.1 The School Community**

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

Last year the school celebrated 119 years of Catholic education.

The parish priest, Fr Antony Deleep, 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.

#### **Liturgical Life**

Throughout the year, St Joseph's students attended school masses in the church along with Liturgies of the Word. Masses were planned in consultation with Fr Thaddeus and new priest, Fr Anthony Deleep. Students celebrated masses and First Friday Mass Devotions.

The following Liturgies of the Word were celebrated: Opening School Year Mass, St Patrick, St Joseph, Sorry Day and Reconciliation Week, NAIDOC Week, Holy Week, Catholic Schools Week, Family Week, Father's Day, Mother's Day, and Catholic World Mission Month, as well as feast days, solemnities and the End of Year/ Graduation Mass.

Students supported the Caritas Project Compassion Appeal and the Catholic Mission Month (Socktober). Feast Days are an important part of the faith life at St Joseph's. The school honoured and maintained the traditions established by the Sisters of St Joseph and maintained a strong relationship with St Patrick's Parish, celebrating a St Patrick's Day Mass and St Joseph's Day school liturgy. Masses were held in St Patrick's Church, with liturgies held in the school hall, classroom and under the covered outdoor learning area.

#### **Prayer Life in the school**

Prayer is an integral part of daily school life, with formal and informal prayer times taking place within the classroom and at staff and family events. Formal prayers are taken from the 'To Know, Worship and Love' student textbook. Monday morning school assembly begins with the school prayer and prayers for various needs. Each day begins with Morning Prayer and throughout the day, class and individual prayers are recited. Students take turns at leading class prayer throughout the term.

#### **Sacramental Programs**



St Joseph's supports the school-based sacramental programs. A team lead by Mathew Mills, Catherine Kock and Fr Thaddeus, informed parents and prepared parish children for the sacraments. Each program begins with a parent information session run by Mathew Mills and Fr Thaddeus. Five students completed their reconciliation and first Holy Communion.

### **Staff Faith Formation**

A Staff Prayer Retreat Day took place in Term 3. Two Twilight Prayer Retreats were open to staff, parents and parishioners. Opportunities to build the faith of the parents and the wider community were made through school liturgies and through the online newsletter.

### **School Motto**

The St Joseph's motto is 'Christ Is Our Model'. All children are given the opportunity to learn about Christ and the Catholic Church through Religious Education lessons and regular participation in school masses and liturgies. Prayer centred on Jesus Christ is an integral part of school life.

### **Involvement with St Vincent de Paul and Caritas**

Unfortunately, the local St Vincent de Paul centre closed its doors in 2023. However, awareness and fundraising programs still took place and were founded on the Catholic Principles and Values, as well as Catholic Social Teaching. During Lent, students support Caritas' Project Compassion. The students supported St Vincent de Paul's Winter and Christmas Appeals. In October, the school focused on Catholic Mission's World Mission Month and raised funds to support children in Ethiopia.

### **Involvement in Local Community Groups**

St Joseph's students were actively engaged with the Warialda community. The children participated in the Anzac Day march and wreath laying ceremony and commemorated Remembrance Day at Captain Cook Park. Four students attended the Inverell Legacy President's Lunch and all took part in the Inverell Legacy Colouring In Competition.

### **Parish Links**

The school has a strong relationship with St Patrick's Parish and parish priest, Fr Anthony Deleep. He visits classes regularly and involves himself in school P & F meetings. The school Principal met with Fr Thaddeus and Fr Deleep regularly throughout each term and is a member of the Parish Council and Parish Finance Committee. St Joseph's offers the use of its facilities, in particular the school hall, to the parish.

Four students sat for the Year 6 Religious Education Test in 2023.

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.

<b>Our School's average result (as a mark out of 30)</b>	
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:

	<b>Year K</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>TOTAL 2023</b>	<b>TOTAL 2022</b>
<b>Male</b>	0	2	2	2	2	1	1	10	10



<b>Female</b>	1	null	1	1	5	4	3	15	13
<b>Totals</b>	1	0	3	3	7	5	4	25	23

## 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 2023 is shown in the following table.

	<b>Year K</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>All Years</b>
<b>Average Student Attendance Rates</b>	61.0%	80.0%	89.0%	88.0%	83.0%	81.0%	87.0%	81.3%

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- maintaining accurate records of student attendance.
- recognising and rewarding excellent and improved student attendance.
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.



- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the 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.	1
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	4
6.	Number of staff identifying as Indigenous employed at the school.	1
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:

- St Joseph's provided various opportunities for students to demonstrate respect and responsibility. The Year 6 School Captains mentored the Year 5 student leaders. The captains led school assemblies which included prayer, singing the National Anthem and distributing merit awards.
- Student merit awards using the Living Well, Learning Well Framework categories of I Am Safe, I Am Respected Valued and Cared for, and I am A Learner were used throughout the term.
- All students shared in leadership opportunities through daily prayer, school liturgies, masses and in carrying out daily class jobs.
- Respect and Responsibility were promoted during the PDHPE units, as well as through Catholic Principles and Values.





## **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**

The Parent Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken in September. Of the 15 parents contacted, 7 completed the survey a completion rate of 47%. This is very good considering the size of the school.

Parents were asked to express their satisfaction in response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Parent Survey was 2.7.

The strongest areas of satisfaction were:

- The staff at this school take an interest in my child
- I would recommend this school to others
- Parent/teacher conferences are helpful at this school
- This school celebrates student achievements
- Change initiatives are well managed at this school
- I feel welcome to volunteer and/or contribute to various school events and initiatives
- I have opportunities to be involved in the life of the school

Parents noted their desire to increase enrolments and recruitment of suitably qualified staff as areas for improvement.

### **Student Satisfaction**

The Student Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken by all students in Years 4 to 6 in September. All 11 eligible students completed the survey representing a 100% completion rate which is considered to be excellent.

They were asked to express their satisfaction in response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Student Survey was 2.4

The strongest areas of satisfaction were:

- All of my teachers encourage me to do my best
- My school encourages me to be a good community member
- I would recommend this school to others
- My teachers care about me
- I am encouraged to care for others
- My school gives me opportunities to do interesting activities

### **Staff Satisfaction**

The Staff Satisfaction Survey at St Joseph's Primary School, Warialda was undertaken in September. Seven staff completed the survey with a 70% completion rate which is considered to be excellent. This is very high considering the size of the school. Staff were asked to express their satisfaction in



response to a number of statements, rating them from 0 (low satisfaction) to 3 (high satisfaction). The school average for the Staff Survey was 2.5

The strongest areas of satisfaction were:

- I would recommend this school to others I have opportunities to enhance my students' learning through the use of technology.
- The school promotes and sets targets for improving student outcomes
- There is an explicit school-wide emphasis on differentiating learning within each classroom
- There are clear expectations concerning the use of effective teaching strategies throughout the schoolMy school encourages a climate conducive to staff professional learning and improvement in practice

### **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 school follows the diocesan morning Literacy block with Mathematics and Religious Education in the middle time block. All other KLAs take place in the afternoon time block.

During the first half of the day, students work in two classrooms; K-3 and Years 4-6 with ability-based groups taking place in literacy and numeracy. Students remain in these groups for Religious Education. They work as a whole class for the other KLAs with differentiated instruction. History and Geography are taught for a semester each as multi-staged units.

Agreed practice in the literacy block saw growth in reading levels using PM Benchmarks and an improvement in writing using the VCOP/ Big Write approach. The separation of the students into a K-3 and Years 4-6 groups allowed for Tier 2 and Tier 3 support for the students and this took the form of in-class intervention, withdrawal for intensive 1:1 support, withdrawal for Zoom support and support from visiting allied health professionals.

The students took part in extra curricula activities with other schools, such as sports events and leadership conferences.

#### **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, 3 students presented for the tests while in Year 5 there were 4 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.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.



Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

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 the top two levels compared to the State percentage.

Note: Year 3 had five or less students who participated in the Assessments this year and the NAPLAN information has been withheld to protect the privacy of the students.

Note: Year 5 had five or less students who participated in the Assessments this year and the NAPLAN information has been withheld to protect the privacy of the students.

## **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 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale**

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language,



policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.

### **4.3 Student Protection Policies and Procedures**

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

St Joseph's Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

St Joseph's Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).



#### **4.4 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 2023	Key Goals for 2024
<p><b>Christ-centred Inclusive Catholic Community</b></p> <ul style="list-style-type: none"> <li>• Building an inclusive Catholic Community; involving parents in Living Well, Learning Well.</li> <li>• Supported parents in faith formation and understanding how children access the curriculum.</li> <li>• Sacramental program offered baptism, first reconciliation, first Eucharist and confirmation.</li> <li>• Embedded Indigenous language program for Kindergarten to Year 6.</li> <li>• Gamilaraay and English signage displayed.</li> <li>• An outdoor indigenous learning space with cultural sensitivity.</li> <li>• Whole school approach to Laudato Si'</li> </ul> <p><b>Good Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• Implemented new K-2 English and Mathematics syllabi.</li> <li>• Implemented InitialLit Foundation and InitialLit Level 1.</li> <li>• Improved writing using VCOP and Big Write.</li> <li>• Implemented MaST Maths Program K-2.</li> <li>• Regular case management meetings to address complex learning needs and attendance.</li> </ul> <p><b>Excellence in Stewardship and Governance</b></p> <ul style="list-style-type: none"> <li>• Implemented the Technology One Finance Software package.</li> <li>• Develop leadership capacity of staff.</li> </ul>	<p><b>Christ-centred Inclusive Catholic Community</b></p> <ul style="list-style-type: none"> <li>• To develop student social emotional support and well being framework.</li> <li>• Continue to develop and identify the significance of positive student attendance within our families and community.</li> <li>• To continue with the implementation of building strong staff relationships through the Living Well, Learning Well Support Framework.</li> <li>• Continue the implementation of the Indigenous language program for K-6 with the inclusion of cultural sensitive learning spaces and opportunities.</li> </ul> <p><b>Good Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• Building teacher capacity focusing on the New Curriculum and MaST for K-6.</li> <li>• Triangulation of data sets to develop intervention groups.</li> <li>• Co-develop a dynamic English and Maths block suited to the learning needs of students.</li> <li>• Implementation of InitialLit 2 and continue to embed foundation and InitialLit 1.</li> </ul> <p><b>Excellence in Stewardship and Governance</b></p> <ul style="list-style-type: none"> <li>• To ensure productive communication and relationships with families identifying clear diocesan expectations and use of the Compass app.</li> <li>• Effective working relationships and parent engagement particularly with the Parents and Friends Association.</li> </ul>

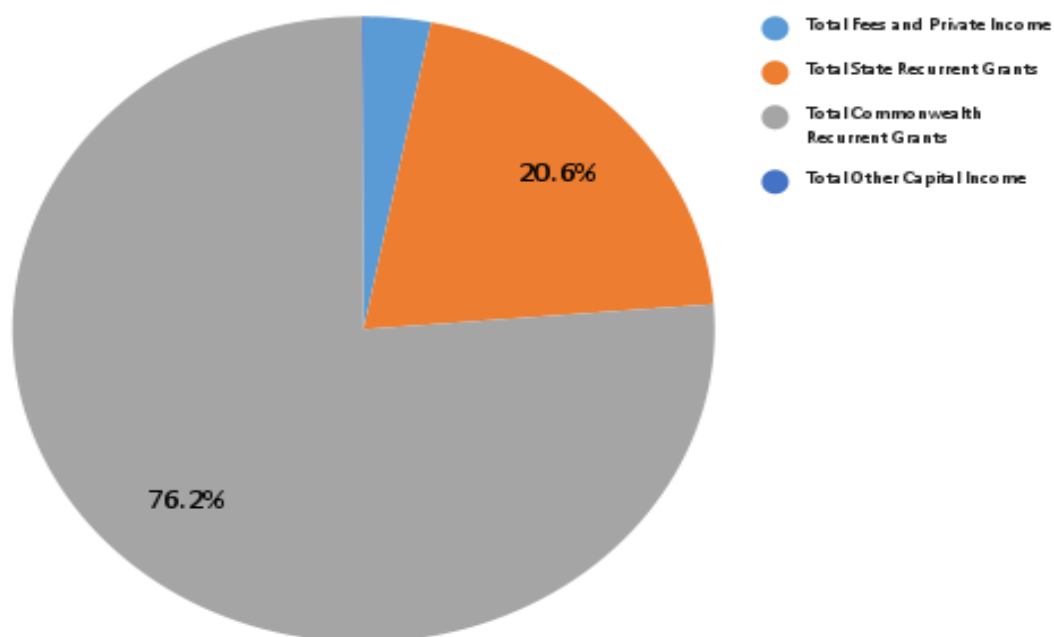
## 6.0 Financial Information

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 2023 is presented below:



2023 Income - St Joseph's Primary School, Warialda



2023 Expenditure - St Joseph's Primary School, Warialda

