

Annual School Report 2021 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 also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2022 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 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.

This is a report composed with a deep sense of pride and gratitude for all that has been accomplished in 2021 despite the adversities we have all overcome. As in previous years, we began the school year with anticipation, enthusiasm and excitement. We could not have predicted the challenges that were ahead of us this year.

The impact of COVID-19 was felt at every level across the school and, indeed, globally. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, we need to celebrate our successes together.

St Joseph's Primary School community has supported and strengthened not only our children but also one another throughout the pandemic. We now communicate by speaking and comprehending "COVID". The new word we all now are so familiar with is "Zoom".

The fact that we are Catholic remains a non-negotiable aspect of our existence at St Joseph's. This community continued to teach the children following the Emmaus Story, that Jesus is our role model and that, like him, we can all make a positive contribution to society. The parish experienced considerable disruption due to COVID-19. Collaborative efforts with our priests Fr. Vic and Fr. Damien, and Sr. Jan our spiritual leader and guide, St. Joseph's ensured that Year 3 students were able to celebrate the sacraments of baptism, reconciliation and first Eucharist. Thank you for supporting our "marvellous" small school, as Fr. Vic refers to us. Your wisdom and generous contribution is greatly appreciated. Thank you to the families who supported and prepared children for their faith journey.

This year, each staff member at St. Joseph demonstrated true professionalism, as they faced the enormous task of adapting to teaching and learning in a world where educational norms, as we knew them, were changing.

Despite the challenges of 2021, students' learning progressed admirably, as reflected in their work output and assessment results. Teacher generated and standardised data indicate that the impact of COVID-19 was limited, and "learning gaps" minimal, in most areas.

I thank the St. Joseph's parents and caregivers for supporting their children and staff during the period of learning from home. While home learning was not without its challenges, you showed enormous commitment to working in partnership with staff to ensure your children continued to learn. You are amazing!

Highlighting a few of St Joseph's endeavours and accomplishments for the year.

- NAPLAN
- Year 6 RE test results
- Ongoing work of staff to explore, develop and implement a tight literacy block
- The decision to operate as a School Advisory Council including all parents. The Parents and Friends Association have limited personnel to fully operate in 2022.
- Outstanding success of the Registration Audit validation of the excellence of St. Joseph's
- Upgrades to our facilities

It is with appreciation that I thank each School Advisory Council member for their efforts in planning for the growth and sustainability of their school. I especially acknowledge the Chair, Mrs. Jenni Seigmeier, who has given direction and focus to the work of the School Advisory Council. She was also a source of wise counsel for me on many occasions throughout the year and I thank her for that. In looking to 2022, I highlight the following priorities that will take our focus:

SCHOOL IMPROVEMENT PRIORITIES IN 2022 CATHOLIC IDENTITY:

- Create a new Mission and Vision Statement
- Define, enrich and embed the Living Well, Learning Well framework



TEACHING AND LEARNING:

- Develop a rich data culture that fosters student learning, enhances teacher capacity and builds school improvement.

COMMUNITY:

- Embed specific teaching and learning opportunities that will assist staff and students to develop an understanding of Aboriginal and Torres Strait Islander community cultures, values and traditions.
- Review and grow processes for communication with parents to further enhance parents' connection to the school and its community.

As we draw close to the end of the current year, we prepare to farewell members of our community. To our departing students, my hope is that you will take our school motto with you wherever you go and heed the words of 'Whatever we do, we do it well'.

Deborah Harrison
Principal

1.2 A Parent Message

This was another unusual year for the St Joseph's Primary School community. Mungindi's unique claim of being the same town in two different two states usually only impacts the school during the state of origin series. However, this year, instead of the kids wearing blue or maroon on game day, the state of origin - or more simply which side of the river you live on - at times determined which students and staff could attend school in person.

I commend all staff, students and families for their flexibility to adapt between remote learning and face to face learning as a result of COVID-19. These restrictions being further complicated due to the school being located in a border community.

Similar to last year, it is important to acknowledge that much of the success of the school community being able to adapt so quickly to a changing environment and regulations, is the partnership between parents (past and present) and staff in terms of fund-raising and targeted resource spending. This enables each student access to the technology required for continual learning, whether it be at home or school.

This year saw a new model for parent involvement trialled. In previous years, St Joseph's Mungindi had both a School Advisory Board and Parents and Friends Association. However, with a decrease in the number of students and, therefore, families within the school, it became increasingly difficult to fill all positions on both committees. This, combined with duplication of topics at the separate committee meetings, led to the decision to suspend the operation of the Parents and Friends Association. Consequently, we welcomed several new members to the SAC, who were previously P&F committee members.

Parental engagement and community building within the school remains a strong focus of the School Advisory Committee. We have a goal to hold at least one school community meeting each term which will include an informal meal at the school or one of the local business houses. The purpose of the meeting being, to give parents a regular opportunity to hear directly from the Principal and staff, as well as the ability to see first-hand what is happening at the school. The gathering aims to help parents, particularly those new to the school, to feel welcome and part of the school community. It was incredibly disappointing to have to cancel the first scheduled meeting. However, this was unavoidable due to the NSW state-wide lock down. I sincerely hope that 2022 will see less restrictions and the ability for the school community to meet together more regularly.

Whilst the SAC will continue to provide comment and suggestions to the school's improvement plan and projects, this year it has been very rewarding to see the Maker Space room completed and utilised. The Maker Space room is a wonderful way to introduce children to science, technology,



engineering and mathematics (STEM) in a fun, exciting and engaging way. The SAC recognises that each child is unique and is committed to targeted spending on resources, such as those in the Maker Space room, which provides different environments for learning and playing. A special thanks to the staff involved with the creation of this area.

I would like to take this opportunity to thank all SAC members for volunteering their time to work together in identifying areas for improvement. I would also like to thank the Principal, Deb Harrison, for her dedication to the school community. It has been a pleasure to be able to collaborate with you all.

Mrs. Jenni Seigmeier
Chairperson
St. Joseph's School Advisory Council

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 98 years of Catholic education.

The parish priest, Fr. Victorio 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 Emmanus 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, Year 6 Graduation and the Advent Mass. Teachers and school staff attended the annual Deanery Mass at Moree. During Week 10 of 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 Sacramental Program was supported by the Religious Education Coordinator, parents and Sr. Jan Baker. Communication was maintained with regular updates going home in the School Newsletter and Parish Bulletin.

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	27

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	2	4	4	4	2	0	1	17	18
Female	9	1	3	1	1	1	0	16	17
Totals	11	5	7	5	3	1	1	33	35

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. St. Joseph's overall attendance for 2021 was 89%. This figure must be considered with the ongoing COVID-19 restrictions affecting the school as a town divided by the NSW and QLD border. 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 2021 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	93.0%	82.0%	88.0%	94.0%	87.0%	88.0%	80.0%	87.4%

Managing Student non-attendance

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



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

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

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

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

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 2021, 24 of the 27 parents completed the survey (89% completion rate is considered excellent). 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.

95% of parents reported that the school would be their first choice with well over 90% of parents reporting that they believed the school environment is welcoming and the grounds are well maintained. In 2021 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. 86% of parents had attended meetings at the school and 81% reported having discussed their child's learning with a teacher on more than one occasion during the year. In response to this data, in 2022, all St. Joseph's teachers will engage families in conversation centred on student learning and greater scaffolding will be 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.

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 for 2021. Teachers appreciated the updated Technology in K-6.

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 is a significant component of our total effort to improve students' social and emotional wellbeing 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 School 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. At St. Joseph's, 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 our Literacy Block. Teachers at St. Joseph's incorporate strategies to support and enhance their English programs by understand the importance of recognising those students who require either enrichment or intervention in Literacy. In the infants, IntiaLit F and is taught with MultiLit as a support program.

In Writing the Big Write and VCOP is a methodology 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 the



learning to allow children to become articulate thinkers and speakers, who will then become articulate writers.

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

Technology: St. Joseph's 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, Chrome books (all students in Years K to Year 6 have been assigned their own Chrome book), iPads, wireless technology and learning areas conducive to 21st century teaching. The school's pedagogy integrates digital technologies so as 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: With assistance of local elders, St. Joseph's Aboriginal Educational assistants and Aboriginal artist, students painted a mural depicting the story of Mungindi. This project was a collaborative venture between the CSO Armidale, and the local community.

Creative Arts: In cooperation with the New England Conservatory, music lessons were delivered via zoom to our 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, 5 students presented for the tests while in Year 5 there were 1 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

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

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

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



NOTE: Year 3 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

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

3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Living Well, Learning Well	02/02/2021	Justin Matthews and Geoff McManus
IntiaLit Training	04/02/2021	Melenna Krenmayr
IntiaLit training	05/02/2021	Melenna Krenmayr
PM Benchmarking	16/03/2021	Claire Ryan
Child Protection Modules	03/02/2021	CSO Deborah Harrison
CPR/First aide training	13/03/2021	New England North west First Aide
Black Box Training	15/11/2021	Claire Ryan
Well being Retreat	15/06/2021	Elizabeth Fitzgerald, Kerrie Stellar
Best Start training	07/12/2021	Online training NESA
Best Start training	07/12/2021	Online training NESA

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.



This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's [website](#) or at the administration office.

4.3 Student Discipline Policy

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

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese of Armidale. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.



The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<ul style="list-style-type: none"> • Continued to build an environment where all St. Joseph's members are cared for, valued and respected. This concept was implemented through the Living Well, Learning Well framework • All students are learning and teachers continued to be a part of a high functioning team. • Continued to embed gradual release of responsibility model, tightened the dynamic literacy block, incorporated the five high impact strategies, assessment reflective in all aspects to cater for individual needs. 	<p>Build and maintain the whole school culture of strong teams.</p> <ul style="list-style-type: none"> • Growing the culture of collaborative professionalism • Develop and embed co-teaching practice • Develop the understanding and practice of the Catholic Schools Office non-negotiables • Sustain the elements of non negotiables from K-6 • Build a school-wide, professional learning team with a shared vision and responsibility for student learning through mentoring and coaching.(Living Well, Learning Well - agreed language and practice) • Set a School Data Plan • Develop and write a new Mission and Vision Statement working collaboratively with staff, parish, CSO and parents <p>Nurture and embed the Living Well, Learning Well framework collaboratively.</p> <ul style="list-style-type: none"> • Building on strong relationships between school and families • Having a regular professional learning focus on the language and practice of the LWLW Framework • Continue to address areas of the School Satisfaction Survey data • Monitor student attendance • Implement regular LWLW Student Surveys • Inclusive in decision-making, staff voice and strategic PLT. Data informed decision-making. • Collaborate with staff and students to define "what a learner looks like?" using visuals: the third teacher in St. Joseph's school community. • Professional Development for staff (Non-negotiables, data literacy/ data story, LWLW) • Leadership team supports teachers to become highly effective using research-based pedagogy including the worthwhile lesson.

6.0 Financial Information

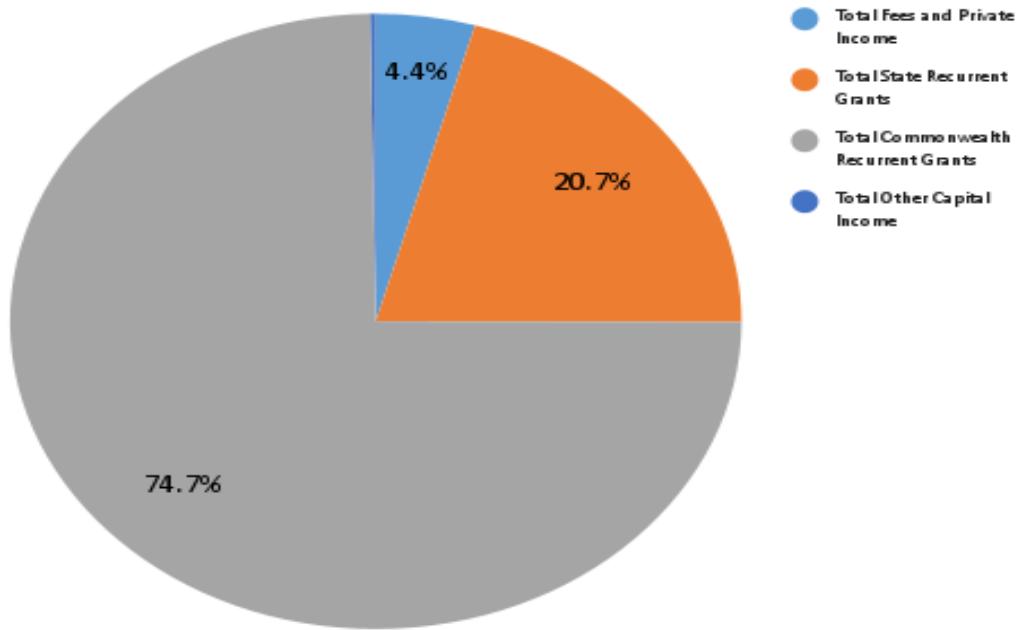
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.



A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 Income - St Joseph's Primary School, Mungindi



2021 Expenditure - St Joseph's Primary School, Mungindi

