

Annual School Report 2023 School Year

St Joseph's Primary School, Mungindi



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Principal
Frances Reynolds

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 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.

St Joseph's is a really wonderful school community and I feel privileged to be a small part of it. Staff and parents worked together to continue to create a community that was supportive of the students and each other, resulting in a successful year.

The students had the opportunity to participate in school swimming, cross country and athletics carnivals and the Border Sports Day, with several children being selected to participate at diocesan level. Some students represented the school in other sporting events, such as the McKenzie Shield and Moree Zone Cross Country.

This year saw a change in the school uniform, with the previous girls' uniform no longer being available. A working group was formed and consultation with the parents and students led to a fresh look, and one that the students are proud to wear.

The long awaited new playground arrived, containing a flying fox, a pirate ship and a sandpit. Landscaping and a yarning circle made the space welcoming and more useable. We thank the parent community for their fundraising and planning that enabled this purchase and installation. We thank the Catholic Schools Office for their financial support of this project and their project management. We also acknowledge the work of Mrs Deb Harrison in the planning and consultation phase of this project.

Frances Reynolds
Principal

1.2 A Parent Message

Thank you to everyone involved with St Joseph's for another great year.

The level of family involvement in St Joseph's has been wonderful to see, with working bees, sports carnivals, representative sporting events and special school activities, all being very well-supported by parents and caregivers. There are only a small number of families at Joey's, which makes it extra special to see so much support and involvement.

This year, the canteen was back up and running. Thank you to everyone who has helped with food preparation. I know it is a highlight of the week for the kids and some relief from packing lunchboxes for parents.

The playground re-build didn't go completely according to plan. However, there is still a definite improvement in the facilities the kids are able to enjoy. We will continue this path of improvement of facilities for current and future students. If there was a lesson from the playground re-development, I think it was for the School Advisory Council (SAC)/ P&F to maintain input and a level of control over these types of projects to ensure fit for purpose facilities are delivered and to oversee operations to keep costs down where possible.

Thank you to fellow SAC members for your time and input through the year, helping steer the school in the direction we would like for the children. A special thank you to Emma Moore for her work as Secretary of the SAC, Treasurer of the P&F and unofficial "sports coordinator". This year was a turning point for clothing for Joey's families, with a new uniform being introduced. They look great and the students certainly seem happy in the new uniform. Thank you to the parents who helped select and organise the uniforms.



All the staff at St Joseph's deserve a special thank you for putting in the extra effort required while short-staffed. I know the parents on the SAC can understand from their own workplaces, that in times of low staffing levels we need to be flexible and nimble. This approach has definitely been taken by Joey's staff and the level of education, care and safety provided to the students has not wavered, despite staffing shortages. Initiatives like the school sleep over (which unfortunately wasn't able to go ahead), parents' and grandparents' days, Jump Rope for Heart and Socktober, all being initiated and organised by the staff are fantastic and are part of what keeps kids so engaged and happy to come to school. These initiatives take extra effort, which is even more difficult when understaffed. All the Joeys families thank you for your enormous efforts for the children.

Thank you to the CSO Diocese of Armidale for their support for a small school at the outer reaches of the diocese. Their special interest in St Joseph's Mungindi helps keep the school strong.

Congratulations and thank you to Frances Reynolds on her first year as Principal at Joeys. Your dedication to the school and warmth shown to students is clear for all to see. We are lucky and grateful to have you as part of the Joeys community.

Sam Heagney
Chairperson
School Advisory Council

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 99 years of Catholic education.

The parish priest, Fr Victoria Ignacio, 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, once 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 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 as Catholics through signs and symbols, outreach to others and awareness of the needy. The school community is committed to Catholic discipleship and to valuing and respecting students and their families. During the enrolment process, parents are reminded of the Catholic identity and mission of the school and that it is an expectation that they will support the living out of that mission.

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

During the course of the year, many masses and liturgies were celebrated as a school community, including Beginning of School Year, Ash Wednesday, Anzac Day, Mother's Day, Easter Season, Father's Day, St Mary of the Cross, St Joseph's Feast Day, Remembrance Day, End of Year, Graduation and the Advent Mass. During Term 1, the events of Holy Week were celebrated. Staff and students participated in prayer and reflections during regular Monday assemblies, with special liturgies



for Lent and Advent. These prayers were based on the Catholic values which the school strives to teach, model and uphold within the community. The school's Sacramental Program was supported by the Religious Education Coordinator, parents and Sister Jan Baker, Sister Neisha and Sr Dora. Communication was maintained with regular updates going home in the School Newsletter/ Weekly Happenings and Parish Bulletin.

Sister Jan Baker, sadly, left the parish community and moved to Sydney. Sr Niesha and Sr Dora joined the community in May, continuing the connection to the Josphehites.

Three students participated in the confirmation Sacramental Program and were confirmed at a parish Mass.

This year, three students participated in the annual Religious Education test.

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

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	14

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 2023	TOTAL 2022
Male	5	2	2	3	5	3	2	22	35
Female	1	1	7	1	3	1	1	15	30
Totals	6	3	9	4	8	4	3	37	65

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 regularly 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.



	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	86.0%	90.0%	90.0%	83.0%	88.0%	88.0%	85.0%	87.1%

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.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	4
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0



Teacher Qualifications / Staff Profile	Number of Teachers
5. Teachers with recognised qualifications to teach Religious Education.	3
6. Number of staff identifying as Indigenous employed at the school.	1
7. Total number of non-teaching staff employed at the school.	6

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 at St Joseph's Primary School. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, Compass and assembly messages and by the nature of our interpersonal relationships.
- The school held a parent information session where these and other values identified by the school community.
- 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 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.
- The first Organic Learning theme was based on "I am a Learner", with the values of respect, responsibility, inclusion, empathy and resilience being key values that students explored. Students used their knowledge of these values to develop a project to show their learning and to help others.

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, Survey My School, was engaged to survey parents with regard to their level of satisfaction within the key areas of Catholic Ethos, Leadership, General, Teaching and Learning, Resources and the Improvement Process.

During the year, 10 of 21 parents completed the survey. 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 are very happy with the education their child/ren receives, with most teachers in the school making learning really satisfying and engaging for the students.
- they feel welcome in the school; with the smiling children, laughter and friendly faces.
- they really enjoy the opportunities for gatherings where there are the mornings with liturgy and morning tea or breakfast for special days.
- they feel St Joseph's has a supportive, caring environment, with a culture of support, inclusion and self-expression.
- there is great communication through the Compass app and in person, with a weekly update on what's happening. All the information and dates are provided well in advance and all teachers are approachable for further clarification on any matter.

A high percentage of parents reported that the school would be their first choice, with over 90% of parents reporting that they believed the school environment is welcoming, and the grounds are well maintained.

Parents have the opportunity to give suggestions, feedback and comments on a regular basis, through formal and informal avenues. Parent Information sessions give parents the opportunity to raise issues and concerns, as well as offer suggestions and ideas.

Parents were consulted about changing the school uniform, and they then formed a working party to present ideas and show samples of uniforms based on these ideas. The new uniform was adopted unanimously and is worn with pride by all students.

Student Satisfaction

An independent organisation, Survey My School, 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.

Nine students from Years 4-6 completed the survey. Students have the opportunity to offer suggestions, ideas and feedback through other avenues, including class discussions, Student Leadership Council, and whole school forums.

In particular, students indicated that:

- they like being at St Joseph's, they feel accepted by other students, and feel that the staff are approachable.
- the school helps them to be more involved in prayer.
- their teachers encourage them to do their best, they care for the students, and encourage them to be good community members.

Students had the opportunity to be involved in social justice and fundraising experiences through Project Compassion and Catholic Mission, Socktober and Jump Rope for Heart. Students wore colourful socks for Socktober, green for St Patrick's Day, orange for Harmony Day and sports jerseys for State of Origin.

They enjoyed Science Week and Book Week activities, as well as having a leadership role in school masses and liturgies, and at school assemblies.

In Term 4, Organic Learning was trialled, with all children expressing great enthusiasm for it to continue in 2024. Children were given the opportunity to better understand themselves as a 'Learner' and to create an artefact to be displayed around the school to help others be learners.

Students enjoyed the many opportunities to be involved in the community through the Mungindi Show, marching on Anzac Day, attending the Emergency Services Day, as well as sporting events: cross



country and Colour Run, Border Sports, Moree Zone Cross Country, swimming, athletics and a netball gala day.

Students were consulted on the new school uniform, and now wear it with pride and enthusiasm.

Staff Satisfaction

An independent organisation, Survey My School, 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.

Eight staff members responded to the survey. Most areas of the survey showed very positive scores and feedback.

In particular, the staff noted that:

- they get a lot of satisfaction from working in this school, with good morale amongst the staff.
- the school is well maintained.
- communication is open, effective, timely and appropriate and helps the staff to know what is happening.
- they are known as a person and their well-being is supported.

Staff have a variety of opportunities to offer feedback, both formally and informally, including through evaluation of events, programs and celebrations; planning and organising; professional learning opportunities and sessions. The staff trialled Organic Learning in Term 4 and, following an evaluation and time for reflection, agreed that Organic Learning should continue into 2024 due to improved student engagement and improved learning outcomes.

Staff enjoyed the opportunity to make suggestions and give feedback, which was then incorporated into future events and programs. They feel that change initiatives were well managed, and that they were willing to change and try new ways.

3.0 Teaching and Learning

3.1 School Curriculum

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

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

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

English and Literacy

Students develop knowledge, skills and understanding of the English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar. The Literacy Block is taught using modelled, shared and guided instruction and opportunities for independent practice. The Gradual Release of Responsibility model



is evident in the Literacy Block. Teachers incorporate strategies to support and enhance their English programs by understanding the importance of recognising those students who require either enrichment or intervention in Literacy. READ 3 continues to be implemented. For infants, IntiaLit-F is taught with MultLit as a support program.

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

K-2 implemented the new Early Stage 1 and Stage 1 English syllabus.

Mathematics and Numeracy

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

K-2 implemented the new Early Stage 1 and Stage 1 Maths syllabus, and were introduced to the Diocesan Mathematics Improvement Strategy, MaST. MaST aims to improve achievement in numeracy and mathematics through improvement of the teacher in mathematical, curriculum and pedagogical knowledge.

Technology

The school continues to ensure that students are equipped with all the necessary tools and technology conducive to 21st century learning and teaching. The school's pedagogy integrates digital technologies to effectively engage students in the learning process and enhance achievement as well as extending interaction with local and global communities.

ATSI

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

Organic Learning

Organic Learning was trialled with K-6 students during Term 4. Organic Learning is an inquiry approach to learning, focusing on a variety of KLAs across a 2-year cycle. Outcomes are mainly drawn from Geography, History, Science and Technology, PDHPE and Creative Arts. The first unit was based on 'I am a Learner', allowing the students to explore who they are as learners, how their strengths and areas of need represent their skills, and how they contribute to the culture of learning at St Joseph's Primary School.

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, 4 students presented for the tests while in Year 5 there were 6 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.

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of Students in Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
75.0	50.0	100.0	75.0	75.0

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>Staff continued to focus on literacy and numeracy, with two main goals that all staff worked collaboratively to address:</p> <ul style="list-style-type: none">the successful implementation of the Diocesan MaST project including introduction of new Maths syllabus, leading to consistent, shared understanding and practice K-6, andimprovement in writing practice leading to higher levels of learning growth for all students.	<p>Staff identified the need to continue:</p> <ul style="list-style-type: none">with the implementation and building of stronger faith and learning communities and positive family partnerships through the '<i>Living Well Learning Well</i>' Support Framework.to strive for consistent learning expectations across K-6 with evidence of teaching and learning with high impact teaching strategies.to continue to develop effective working relationships with the School Advisory Council (SAC). Continue to develop clear and effective communication across the school community.

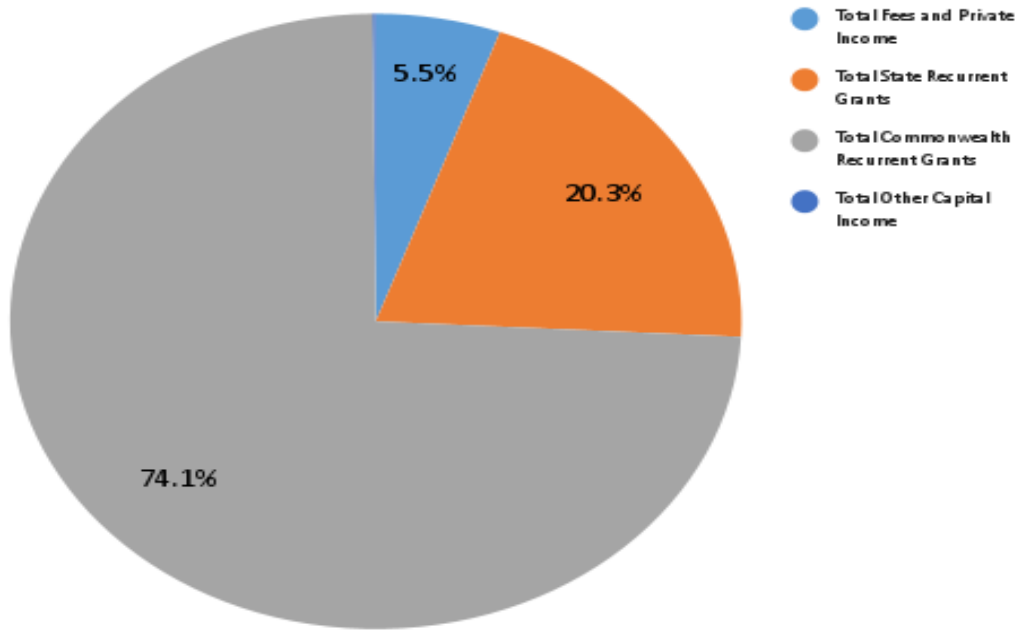
6.0 Financial Information

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, Mungindi



2023 Expenditure - St Joseph's Primary School, Mungindi

