

Annual School Report

2021 School Year

St Joseph's Primary School, Port Macquarie



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About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

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

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

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

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6583 3848 or by visiting the website at pmacjlism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

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

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

- Participated in the International Competition and Assessment for Schools in English, Mathematics, Science, Writing, Spelling and Digital Technologies. Overall our students achieved two Distinction, 15 Credit and four Merit Certificates of Achievement.
- Had two teams of Year 5 and Year 6 students participate in the regional Tournament of Minds competition. This was an online version due to COVID -19 restrictions.

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

- Entered 13 students' artwork in the University of New England School Acquisitive Art Prize (UNESAP) "Let's Hang It!". The work of two students were chosen in the final and all students' work was displayed in an online exhibition.
- Collaborated with St Joseph's Regional College, to continue building a quality band and music tuition program for students from Year 3 through to secondary. One student was selected to receive a scholarship for Drum tuition due to her commitment and talent.
- Continued the provision of lunchtime clubs and activities, including STEM, Drama, Dance, Singing and Art.

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

- Carnivals were held at school level for Swimming, Cross Country and Athletics with strong results:
 - Swimming: students represented at Zone, Diocesan and Polding levels.
 - Cross Country: forty-six students attended Zone, eight were selected for Diocesan and one was selected to compete at the NSW State Cross Country event.
 - Athletics: forty-nine students progressed to Zone level but could not attend due to COVID-19 restrictions.
- Teams were entered into Soccer, Netball, Tennis, and two Futsal competitions. The Year 6 U12 team won the gala day and were selected to attend the State Cup.
- Thirty students attended the Zone Winter Sports Trials, with seven students attending Diocesan Winter Sports Trials. Three students attended the Polding Winter Sports Trials, with one student progressing to the PSSA Polding team for Football (Soccer).

- Twenty-two students participated in the Summer Sports Trials. Seven students attended the Diocesan Summer Sports Trials and six students attended the Polding Summer Sports Trials for Basketball.
- All students participated in Sporting Schools Australia programs where qualified coaches facilitated sessions at school to assist students in developing fundamental skills to compete in a variety of sports (Gymnastics, Basketball, Golf and Tennis).

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tess Koning
Principal

1.2 A Parent Message

The official parent body is the Parents and Friends Committee (P&F), which consists of school leaders and four parent representatives who meet monthly. The Committee's role is to:

- Enhance the partnership between the school and families.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Assist with parent education and parent forums.
- Plan and facilitate fundraising and community gatherings for parents.

In 2021 the Committee met six times, face to face and via Zoom (when required due to COVID-19) and discussed a range of issues. Due to the COVID-19 restrictions and effects on families, fundraising was not possible.

Matters on which P&F members were able to advise the school administration included:

- Changes to uniform items through St Agnes' Parish review.
- Possible fundraising goals for 2022.
- Forms of communication which could be reviewed and be more effective with parents.
- Community events and activities which could assist families to feel connected.

Laura Bell
President
Parents and Friends Committee

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Port Macquarie, Thrumster, Rollands Plains, Telegraph Point., from which the school families are drawn.

Last year the school celebrated 109 years of Catholic education.

The parish priest Fr Paul Gooley is involved in the life of the school.



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

- Participation in prayer services and Masses in the Parish Church and school, led by staff and the Parish Priest.
- Support of Parish events, opportunities for involvement and serving through Church ministries by staff and families.
- School and Parish joint leadership of Sacramental Programs for Reconciliation, First Communion and Confirmation, inclusive of family workshop sessions.
- Participation in student discipleship through Mini Vinnies and faith formation programs and retreats for Year 4 (Accendere), Year 6 (Incitare), and Year 5 (Exuro), as well as social justice activities including Project Compassion, Parish Christmas Hampers and Socktober.
- Involvement of Catholic Youth Ministers and Catholic Schools Youth Ministry Australia (CSYMA) students from St Joseph's Regional College.

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

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

2.2 School Enrolment

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

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2021 | TOTAL 2020 |
|---------------------|--------|--------|--------|--------|--------|--------|--------|---------------|---------------|
| Male | 28 | 30 | 23 | 22 | 28 | 23 | 29 | 183 | 177 |
| Female | 27 | 16 | 27 | 37 | 29 | 36 | 27 | 199 | 204 |
| Indigenous * | 3 | 4 | 6 | 5 | 3 | 5 | 4 | 30 | 31 |
| EALD * | 0 | 1 | 7 | 4 | 4 | 4 | 2 | 22 | 23 |

* count included in first two rows

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

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

| Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|--------|--------|--------|--------|--------|--------|--------|-----------|
| 93.6% | 91.5% | 90.7% | 91.3% | 91.3% | 89.2% | 87.4% | 90.3% |

2.4 Teacher Standards and Professional Learning

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

At this school there are 29 teacher(s) accredited with NESA, 17 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 2 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

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

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

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

commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's Positive Behaviour Support system and restorative justice process.

- Utilising a Student Leadership program with students from Year 5 and 6, including a Student Representative Council, Peer Support Program with vertical groupings of year levels and a buddy system with Kindergarten and Year 5 which cycles for two years.
- Implementing Zones of Regulation in all grades and displayed across the school to assist students in regulating their responses and emotions.
- Further developing and extending a program with Year 5 and 6 students to encourage respectful relationships, with sessions led by the organisation of Liberty Services.
- Ensuring student voice is an integral part of our school values. Student surveys enable them to voice their concerns regarding safety and respect. Data is used to give insight and identify students' evolving needs.

2.7 Parent, Student and Teacher Satisfaction

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

- In 2021, the school continued to utilise the changing circumstances of COVID-19 to direct the Parents and Friends Committee (P&F) meeting focus with a core group of parents away from fund-raising and events to deeper participation in strategic direction.
- Some community events were held where P&F members informally gained feedback from parents about their satisfaction with the school and how things could be improved.
- Staff, parent and students were surveyed and interviewed informally to capture feedback on the ways in which the school could improve in the areas of communication, media use and engagement in school life as well as seeking their view on the values which underpin the school faith culture.
- During COVID-19 Blended Learning, staff regularly contacted families and gained insight into their needs, which influenced the direction of learning support during this time and assisted in seamlessly transitioning back into school following lock down.
- Regular communication in notes and newsletters sought parent feedback on existing and additional services and supports and areas for improvement.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

Literacy:

At St Joseph's, students develop knowledge, skills and understanding of the English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and experience explicit teaching to ensure a sound grasp of language structures, spelling and grammar. St Joseph's approach to teaching Literacy is based on a balanced English block, the gradual release of responsibility and guidance of current research programs and relevant resources. Students learn to read in Early Stage



1, Stage 1 and Stage 2 using decodable and PM texts, with immersion in quality texts and stories in a range of modes, guided by NESA recommendations. Reading to learn is a focus in Stage 2 and 3 when students have mastered decoding skills.

Writing instruction focuses on developing effective writers and communicators of text. Students respond, compose and create text, guided by purpose and audience. Technology is increasingly utilised as a tool to assist students move through the year levels. Formal Writing assessments occur near the end of each term through the use of an unaided writing task, with results used to inform the writing data wall. During 2021, the school continued its whole school focus on developing writing skills. Students continued to be exposed to the use of exemplars and differentiated proformas in order to strengthen their writing. The whole school writes and collection of data from these (pre and post) assessments using NAPLAN criteria have shown that our practices have resulted in improved student outcomes and allowed us to focus on areas of concern.

Speaking and Listening is developed across all year levels through students responding to texts, expressing opinions and informing audiences in formal and informal settings.

Numeracy:

Mathematics is guided by the Lismore Diocese initiatives and contextualised in response to student need, identified through data analysis (MAI, PAT, Naplan and daily class data). Teachers at St Joseph's believe that differentiation in numeracy is of paramount importance, using a range of pedagogical techniques to ensure every student is being challenged to achieve their personal best in Numeracy.

Mathematics is timetabled for 75 minutes daily and the Maths block facilitates the implementation of number based warm-ups, strand based Rich Tasks and opportunities for student reflection throughout the lesson, on their learning and learning goals.

The Extending Mathematical Understanding (EMU) approach to teaching Mathematics is embedded across the school. It has developed students' confidence and attitude towards Mathematics. The EMU intervention Program enabled selected students in Year 1 and Year 2 to accelerate their growth in conceptual understanding in Mathematics.

Digital Technology:

At St Joseph's, Digital Technology is embedded into the teaching of all KLAs. In 2021 our Leader of Digital Technologies worked alongside staff to ensure our pedagogy was focused on effectively engaging students in the learning process. Our students' education is increasingly being shaped by the ability to communicate, access and manipulate information using ICT and digital technology. The use of digital technology provides students with opportunities to work collaboratively and cooperatively. It extends their organisational, communication, higher order thinking and analytical skills.

All year levels were provided the opportunity to engage in a variety of technology experiences:-

- Using Virtual Reality and Augmented Reality in conjunction with Quality Literature to enhance writing.
- Coding, Sphero, Makey Makeys, Merge Cubes, Bee Bots, Green Screen technology.
- Access to iPads, Chromebooks, Google Education Suite, BYO Devices.
- Teachers were provided ongoing professional learning to extend their knowledge and skills in embedding digital technologies effectively,

Learning Support and Enrichment:



Comprehensive learning support programs are in place to support students in the areas of Literacy and Numeracy including:-

- MiniLit and Macqlit as required from our data.
- Extended Mathematical Understanding incorporated as intervention support to assist Year 1 and Year 2 predominantly. In 2021, three EMU Specialist teachers supported our students.
- Tiers of Intervention approach used in English and Mathematics. Students are nominated from data collected and analysed in PLTs (Professional Learning Teams) around essential elements of syllabus outcomes.
- Year 1 and Year 2 utilised the STAR program and targeted reading intervention, with three trained specialised teachers.
- Chill out space was created to support students who require additional social, emotional and behavioural support as an alternative to the playground.
- Maths Olympiad was offered to students from Years 4 and 5, to complete a series of problem solving challenges over Term 2 and Term 3.
- Participation in local and national competitions in English, Mathematics, Science and Technology and Problem Solving. These included University Competitions.

During 2021, teachers continued to move towards visible learning as a result of our involvement in the Diocese of Lismore initiative of the Learning Collaborative. The school continues to provide programs to encourage future focused learning. We aim to empower students to take ownership of their learning by providing an environment which is flexible, innovative and challenging. Our programs foster students who are capable of making formative decisions. There has been a strong sense of cooperative teaching encouraged through the introduction of case management meetings and continued weekly professional learning team meetings.

The school continues to work towards developing 21st Century pedagogy. This pedagogy will underpin learning across the school. During 2021, teachers continued to move towards visible learning as a result of our involvement in the Diocese of Lismore initiative of the Learning Collaborative. The school continues to provide programs to encourage future focused learning. We aim to empower students to take ownership of their learning by providing an environment which is flexible, innovative and challenging. Our programs foster students who are capable of making formative decisions. There has been a strong sense of cooperative teaching encouraged through the introduction of case management meetings and continued weekly professional learning team meetings.

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

- Inter-school Sport days with neighbouring Cluster schools.
- Young Archie Portraiture Art Prize held by the Art Gallery of NSW. Out of 3000 entries from around the country, two students were successful in being shortlisted. New England Acquisitive Art Prize held by the New England Regional Art Gallery (NERAM). Two students were finalists, one in Infants category and another in the Primary category
- An Inter-school STEM Challenge with other St Agnes' Parish Schools. Students were challenged to design and create an artwork using a force.
- The National Bebras Computational Thinking Challenge run through the CSIRO. We had some amazing results with three students receiving a Distinction, 10 students receiving a Credit and 62 receiving a Merit.
- The NCSS Coding Challenge run by the Grok Learning team. Two students received outstanding results in multiple challenge categories.



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, 51 students presented for the tests while in Year 5 there were 54 students.

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

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

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

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

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

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

| BAND | 6 | | 5 | | 4 | | 3 | | 2 | | 1 | |
|--------------------------------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 22.0 | 17.0 | 22.0 | 32.0 | 19.0 | 28.0 | 13.0 | 10.0 | 8.0 | 2.0 | 3.0 | 0.0 |
| Writing | 20.0 | 18.0 | 37.0 | 32.0 | 23.0 | 41.0 | 9.0 | 5.0 | 4.0 | 4.0 | 2.0 | 0.0 |
| Spelling | 23.0 | 19.0 | 23.0 | 29.0 | 20.0 | 24.0 | 13.0 | 21.0 | 7.0 | 3.0 | 5.0 | 2.0 |
| Grammar and Punctuation | 22.0 | 19.0 | 24.0 | 28.0 | 19.0 | 28.0 | 10.0 | 12.0 | 6.0 | 5.0 | 4.0 | 2.0 |
| Numeracy | 14.0 | 7.0 | 22.0 | 26.0 | 27.0 | 35.0 | 19.0 | 25.0 | 10.0 | 7.0 | 3.0 | 0.0 |

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

| BAND | 8 | | 7 | | 6 | | 5 | | 4 | | 3 | |
|--------------------------------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|----------|--------|
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 16.0 | 10.0 | 25.0 | 17.0 | 27.0 | 36.0 | 18.0 | 22.0 | 8.0 | 3.0 | 3.0 | 3.0 |
| Writing | 8.0 | 9.0 | 17.0 | 12.0 | 33.0 | 30.0 | 27.0 | 35.0 | 10.0 | 9.0 | 3.0 | 5.0 |
| Spelling | 15.0 | 9.0 | 28.0 | 30.0 | 24.0 | 31.0 | 17.0 | 17.0 | 8.0 | 10.0 | 4.0 | 3.0 |
| Grammar and Punctuation | 13.0 | 9.0 | 21.0 | 17.0 | 27.0 | 24.0 | 20.0 | 32.0 | 9.0 | 10.0 | 5.0 | 2.0 |
| Numeracy | 10.0 | 5.0 | 21.0 | 14.0 | 29.0 | 38.0 | 24.0 | 26.0 | 10.0 | 12.0 | 3.0 | 2.0 |

The percentage of students in the top three bands in Reading are pleasing compared to State figures. Students are monitored using Probe and benchmarking assessments to ensure we are teaching the necessary skills to improve their reading and comprehension. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements, particularly in the areas of Grammar and Punctuation. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years. It was also evident that female students continued to improve in Numeracy in both cohorts.



Year 5 student data shows that in bands 5, 6 and above, for Reading, 92% of students are in these bands and for Numeracy, 86% are in these bands.

Year 3 student data shows that in bands 4, 5, 6 and 7, for Reading, 88% of students are in these bands and for Numeracy, 68% are in these bands.

3.3 Teacher Professional Learning

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

Whole staff development day professional learning activities in 2021 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|------------|---|
| Collaborative Partnership - Waterfall Chart | 27/01/2021 | Tess Koning, Jeannine Ucderele, Robyn McDougall, Lyn Kelly, Sarah Blundell, Holly Hough |
| First Aid | 01/04/2021 | John Henry Institute |
| Proclaim Lismore | 05/05/2021 | Catholic Schools Office Lismore |
| Google - Co-spaces | 23/06/2021 | Paul Hamilton |
| Staff Spirituality Day | 12/07/2021 | Nathan Porter, Tess Koning, David Lynch |
| Developing St Joseph's School Values | 03/11/2021 | Nathan Porter, Ann Thurgate |

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

| Activity | Staff numbers | Presenter |
|---|---------------|---|
| Fullness of Life Framework - Powerful Culture of Learning | 37 | Jeannine Ucderele, Nathan Porter |
| Musica Viva | 16 | Musica Viva Online |
| Embedding Digital Technology into the Curriculum | 37 | Jeannine Ucderele, Sarah Blundell |
| Google Modules (4) | 37 | Paul Hamilton |
| Student Participation Modules (4) | 37 | Tess Koning, Elise Howard, Laura Stapleton, Holly Hough |
| Creative Writing Data Wall | 37 | Tess Koning, Jeannine Ucderele, Robyn McDougall, Lyn Kelly, Sarah Blundell, Holly Hough |
| Student Engagement in RE | 37 | Nathan Porter |

The professional learning expenditure has been calculated at \$3540 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School [Enrolment Policy](#) explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There have been no changes to this policy this year.

4.2 Pastoral Care Policy

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

4.3 Discipline Policy

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

The school [Positive Behaviour Development](#) policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been some changes to the Behaviour Expectations chart in the policy this year.



4.4 Anti-Bullying Policy

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

4.5 Complaints and Grievance Policy

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

5.0 School Determined Improvement Targets

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

| Key improvements achieved this year | Key Improvements for 2022 |
|--|--|
| Mission of Jesus Christ Created and sustained a Christ-centred learning community that enables all members to have fullness of life (John 10:10) through: <ul style="list-style-type: none">developing the Catholic values of our school in the charism of Saint Joseph.improving student engagement in Religious Education. | Mission of Jesus Christ Through the Foundational Value of Witness, all staff will demonstrate Catholic behaviours aligned to the school's values, to consciously enable students to learn and demonstrate these behaviours and values. <ul style="list-style-type: none">Staff will model their vocation through explicit Catholic behaviours and students will demonstrate Catholic behaviours based on the Foundational Value of Witness, underpinned by the defined school values. Through the Foundational Value of Evangelisation, all staff will commit to a focus on engagement and learning in Religious Education, to enable students to encounter Jesus and lead to improved outcomes. <ul style="list-style-type: none">Whole school agreed pedagogy and practices to be focussed on and practiced to support student engagement and learning in Religious Education. |
| Learning and Teaching Improved student outcomes through agreed whole school approaches by: <ul style="list-style-type: none">Supporting students to achieve 12 months of growth in 12 months, in Literacy and NumeracyUtilising digital technologies and pedagogies to support learners to be equipped with the capabilities and dispositions for the future. | Learning and Teaching Plan for and implement effective teaching and learning through: <ul style="list-style-type: none">Improving student outcomes (academic, social, spiritual and emotional).Improving pedagogy by using relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. |
| Pastoral Care Developed safe, respectful and inclusive relationships in our community where people | |



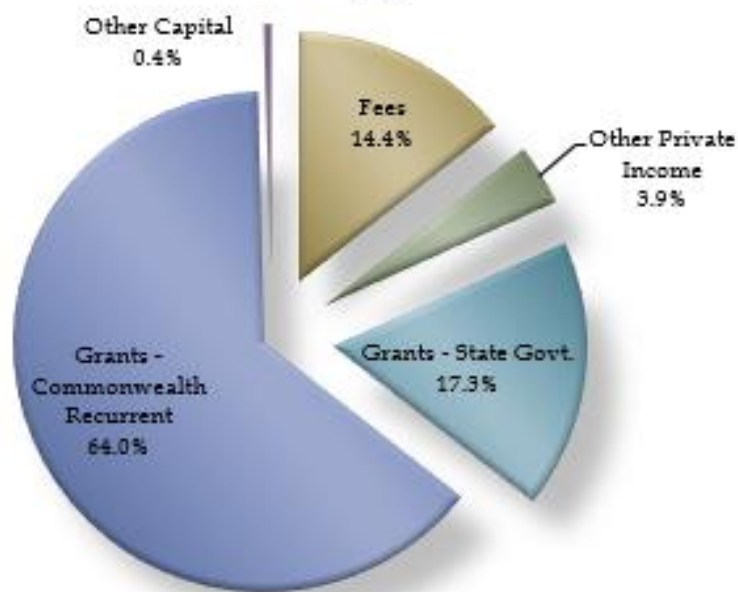
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| <p>experience pastoral care and being well through:</p> <ul style="list-style-type: none"> • Improving student participation - voice, choice, influence and working together. | |
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6.0 Financial Information

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

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

2021 INCOME - St Joseph's Primary School PORT MACQUARIE



2021 EXPENSE - St Joseph's Primary School PORT MACQUARIE

