

Annual School Report 2021 School Year

St Joseph's Primary School, Quirindi



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Principal
Pauline Long

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 6746 1033 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 year was a surprising and challenging year in many ways. The year started on a positive note and with COVID safe plans in place we welcomed parents into the school to celebrate 200 years of Catholic Education in Australia and also the Year of St Joseph. Families joined together in prayer, visited classrooms, shared meals and played games. We welcomed visitors from Eloura Aged Care to sing with the students and parishioners toured the school during Catholic Schools Week. During Naidoc Week, three local indigenous people shared their aboriginal history and culture through language, songs, dancing, weaving and art.

Towards the end of Term 2, COVID-19 surged, restrictions returned and halfway through Term 3 the school returned to learning from home. Staff and students adapted quickly and made the most of the challenges presented. Students settled back into home learning seamlessly and teachers worked hard to prepare engaging and worthwhile lessons, ensuring each student had opportunities for success by providing differentiated learning programs. Despite this smooth transition, students and staff were excited to return to school for the last week of Term 3. The consensus was that learning really is better at school.

Despite restrictions in place for parents visiting the school, staff worked tirelessly to ensure the students had many special learning opportunities. Students participated in crazy hair and silly sock fundraisers, mini olympics, skipping showcase, book fair and book parade, Makey Makey Mondays, Chess Club each Wednesday and a very successful St Joseph's Got Talent competition. All these activities were shared with parents through videos, Facebook and the school newsletter.

Developing strong teams was a major goal in the school Annual Improvement Plan. There are many teams across the school: teaching teams, staff teams, student teams and parent teams. Focusing on effective teams aligned with the introduction of the diocesan initiative, a Living Well Learning Well Framework. This framework provided clear direction for student support in learning, faith development and wellbeing. It stressed the importance of highly skilled adults working in teams, providing a safe, productive and inclusive community. It highlighted the importance of families working in partnership with the school community in which there is a shared privilege and responsibility for each child's faith formation, learning and wellbeing. The framework contains a shared goal that all children are safe, valued, respected and cared for and esteemed and supported as learners. Students and staff embraced the Living Well Learning Well philosophy enthusiastically, collectively striving to ensure the school is a safe place where all members are valued, cared for and respected. Stage 3 students participated in a team building and leadership day in Term 1 where they were encouraged to dream more, learn more, do more and become authentic leaders and role models for the younger students in the school.

Similar to 2020, the year started well with regards to sporting fixtures and our small community enjoyed the swimming, cross country and athletics carnivals; all with parents able to attend. Representative sporting opportunities in the second semester were cancelled due to COVID-19. However, students were able to enjoy regular PE lessons at school, the mini olympics during Term 3 and the school focus on skipping skills in Term 4.

Many positive outcomes were achieved during the year:



- A strong focus on student and staff learning continued. The students were encouraged to take responsibility for their learning in a supportive environment underpinned by the Living Well Learning Well Framework.
- A higher percentage of Infants students reached Reading Benchmarks than ever before. In the Primary classes, NAPLAN results indicated a higher percentage in the top two bands than the diocesan and national averages.
- Primary students were encouraged to extend their learning through participating in Brain Olympia, Spelling Bee, Times Tables Challenge and the Newcastle Permanent Mathematics Competition.
- Teachers continued to cater for individual learning needs through carefully analysing student data and making adjustments accordingly.
- Staff received professional learning to build capacity in PM Reading Assessment and the teaching of Mathematics and Writing.
- COVID-19 funding allowed for small group targeted intervention in the teaching of writing. This focus area was chosen because students are required to write in all Key Learning Areas. If students are confident and skilful writers, this will result in learning growth across all subjects. Many amazing samples of student writing were shared with the school and wider community.
- During Term 4, all students focused on improving their ability to skip for fun and for fitness; culminating in a skipping showcase where students shared their newly developed skills.
- School improvements to facilities ensured the school is a safe and inviting place for learning. Improvements included: the interior of the school being painted, stage 2 of the boundary fence completed, new signage installed to welcome visitors to the school, the sensory circuit to assist students to be ready to learn and new seating for outdoor learning opportunities.

The St Joseph's Primary School community believes every child can learn to a high standard given the right environment and support. Staff acknowledge that education is a partnership between families and the school community. The benefits of setting aspirational, yet achievable goals are promoted. Data is used to inform next steps in teaching. Time is taken to celebrate successes and reflect on what can be improved. I can confidently say each child has shown positive learning growth. Together we achieved great things during 2021 and as a school community we look forward to building even stronger connections with our families in 2022.

Pauline Long
Principal

1.2 A Parent Message

Once again, 2021 was a year of adjustments and resilience. At times, children were very uncertain of what their new routine looked like when thrown into lockdowns and home learning. Throughout this period, St Joseph's teaching and support staff continued to put the children front of mind and deliver daily classes via Zoom, giving the children some connection and normality. We are so thankful for the ongoing support continually shown by Joey's teachers. Their love and care is forever present.

Mrs Clare Lee
President
PT & F

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Quirindi and is part of the St Brigid's Parish which serves the communities of Quirindi, Werris Creek and Willow Tree, from which the school families are drawn.



Last year the school celebrated 145 years of Catholic education.

The parish priest, Father Vince Amaro, 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.

During the 2021 school year many challenges were faced in regard to Mass attendance. These challenges were overcome by conducting regular school liturgies when unable to attend Mass. Thankfully, the sacraments of holy Communion and confirmation were celebrated early in the year, with the parish and school community in attendance.

During Catholic Schools Week, school leaders participated in the diocesan Mass at the cathedral in Armidale. A whole school Mass, with the local parishioners, was also conducted. Many parishioners joined the school for morning tea and a school tour after Mass.

To commemorate 200 years of Catholic Education in Australia. A local parishioner made a cross for the school foyer and a small cross for the prayer space in each classroom. The year culminated by celebrating a whole school Graduation Mass for Year 6 students and staff. Students received a graduation certificate and a class photo.

Students continued to strive to help other communities through silly sock and crazy hair fundraisers. Due to COVID-19, visits to the local nursing home were restricted, however, the residents visited the school and participated in a sing a long and a chat with the students.

Encouraging the faith formation of staff continued to be a priority. Staff met each Monday morning for prayer and were given the opportunity to attend a twilight retreat led by the CSO Renewal team.

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	23

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	7	4	5	6	2	8	7	39	40
Female	6	2	4	4	2	2	8	28	30



Totals	13	6	9	10	4	10	15	67	70
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2.4 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. The 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%	92.0%	92.0%	91.0%	89.0%	90.0%	91.0%	91.1%

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.	8
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.	7
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	5

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, parents and staff are regularly reminded of school values in weekly newsletters and at school assemblies.
- Student Leaders promote respect and citizenship at weekly assemblies by presenting 'What Worked Well and Even Better If' to the student body. They also identify an exemplary student for a weekly citizenship award. Outstanding citizenship was recognised at the Annual Presentation Assembly for students from Kindergarten to Year 6.
- Embedding the Living Well Learning Well Framework strengthened the students' understanding of their role in making the school a safe place; a place where everyone is valued, cared for and respected and everyone is a learner. Class awards were updated to reflect the Living Well Learning Well key rules for living.
- A character strength award (selected by the student leadership team) for students who displayed the positive character strength of the week was introduced in 2021. The character strengths highlighted were: being brave to stand up for what is right, team work, gratitude, forgiveness, kindness, perseverance, fairness and curiosity.

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 has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The school participated in an online survey. Forty-two percent of families completed the survey. The collective feedback was overwhelmingly supportive of all aspects of the school. In particular, parents noted the open communication between the school and families, the dedication of staff to cater for individual learning needs and the Christian values evident. They also noted the continual improvements of school facilities and how the teachers are always looking to improve their own learning and skills. The small caring community was highlighted by many parents.

Student Satisfaction

Years 4, 5 and 6 participated in an online survey with a 96% completion rate. The students expressed appreciation of the teachers and the facilities provided for them to learn; especially the new technology available. They particularly enjoyed the sporting opportunities and the new sports equipment purchased this year.

Student voice is encouraged through jointly constructing class expectations with the teacher, student led parent, student and teacher learning conferences, regular SRC meetings and school assemblies conducted by student leaders.

Staff Satisfaction

Staff members are encouraged to contribute to the effective running of the school through regular staff prayer, staff meetings, professional learning team meetings, input in the school newsletter and through online surveys. Eighty-three percent of staff completed the annual online school satisfaction survey. This survey indicated staff were well-supported and positive about the whole school learning initiatives.

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.

St Joseph's Primary School continued to build on system initiatives of a Catholic Professional Learning Community to improve student outcomes. All staff were clearly focused on providing quality learning experiences based on student needs. Teachers worked collaboratively to plan, assess and analyse student data. Learning Walks and Talks occurred across the school, with staff and students using the 5 Key Learning Questions to gain a deeper understanding of the learning process.

The leadership team prioritised building teacher capacity. Professional Learning opportunities occurred in weekly PLT meetings and staff meetings. The Leader of Pedagogy assisted teachers to improve the efficiency of creating teaching and learning programs. She assisted class teachers to successfully participate in diocesan program audits. The Leader of Pedagogy also worked specifically to guide staff to embed digital technologies into Science programs.



To further enhance teacher professional growth, each teacher identified an area for improvement aligned with the school Annual Improvement Plan. A member of the leadership team supported each teacher to create a Professional Learning Plan. Meetings were set aside to discuss the plan and research effective teaching strategies. Teachers were encouraged to visit classrooms within the school and different schools within the diocese. The plans were regularly reflected on and indicated teachers were keen to improve their practice.

Mathematics continued as a focus area with the MaST program being extended to Stage 2. The MaST teacher co-planned, co-taught and co-reflected regularly with the Stage 2 teacher. This teacher gained new skills and confidence to teach Mathematics.

Another focus during the year was the teaching of writing. Teachers worked collaboratively to moderate student writing samples and then shared their expertise to determine next steps in teaching. The Leader of Pedagogy led further professional learning on the process of teaching writing. Teachers were given practical examples of new strategies to implement. Teachers trialled new strategies and were keen to share the successes.

Primary students participated enthusiastically in a school based 'Brain Olympia' day. Working in teams, students answered general knowledge questions, solved challenging mathematics problems, wrote an engaging speech and presented a short play. Students also had the opportunity to be involved in a school Spelling Bee, a Times Tables Challenge and external Mathematics Competitions.

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, 10 students presented for the tests while in Year 5 there were 10 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.



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	21.5	30.0	22.0	20.0	19.1	10.0	12.8	20.0	7.8	10.0	2.6	0.0
Writing	20.2	10.0	37.0	40.0	23.0	50.0	9.0	0.0	4.3	0.0	1.9	0.0
Spelling	23.1	20.0	23.4	[naplan3.school SP.band5]	20.2	10.0	13.0	40.0	6.5	0.0	4.6	0.0
Grammar and Punctuation	22.3	20.0	24.1	10.0	19.4	30.0	10.4	10.0	6.4	10.0	4.4	0.0
Numeracy	13.6	10.0	22.1	10.0	27.4	40.0	18.5	20.0	9.8	20.0	2.7	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	15.5	9.1	24.7	45.5	27.2	18.2	18.3	18.2	7.5	0.0	3.3	0.0
Writing	7.5	18.2	17.0	18.2	32.6	27.3	26.9	18.2	9.7	9.1	3.2	9.1
Spelling	15.1	27.3	27.5	27.3	24.4	18.2	[naplan5.stateS.P.band5]	9.1	8.2	0.0	3.8	0.0
Grammar and Punctuation	12.9	18.2	20.6	18.2	27.1	9.1	19.7	27.3	9.2	0.0	4.5	0.0
Numeracy	10.2	0.0	20.9	36.4	28.8	36.4	23.6	0.0	10.0	18.2	3.1	0.0

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
School and System Regulatory Compliance	27/01/2021	Pauline Long
Living Well Learning Well	28/01/2021	Pauline Long
Living Well Learning Well and Building Strong Teams	19/04/2021	Pauline Long and Rebecca Hofman
Sensory Needs of Students	27/04/2021	Katrina Wakely
Mathematics Scope and Sequence Review	12/07/2021	Trish Mitchell
The Balanced Reader	26/07/2021	Claire Ryan and Carmel Small
Writing Building Better Practice (12/7; 20/7 & 20/7)	12/07/2021	Rebecca Hofman and Pauline long



Writing Building Better Practice (3/8, 5/10 & 12/10)	03/08/2021	Rebecca Hofman & Pauline long
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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
<p>Implementation of the Living Well Learning Well Framework aligned to Catholic Principles and Values.</p> <ul style="list-style-type: none"> • Staff and students can explain the importance of and make connections to the LWLW framework in school context • Survey results indicate the school is a safe and happy learning environment where all stakeholders feel valued, cared for and respected • Staff effectively implement the multi-tiered system of support with observable student growth within the domains of academic achievement, wellbeing and positive behaviour <p>Embedding the quality pedagogical practices from the CSO Foundations of a CPLC.</p> <ul style="list-style-type: none"> • Quality pedagogical practices are evident within the learning environment in dynamic English and Mathematics blocks. • The leadership team supports teachers to set goals and reflect on their practice • Regular PLT and staff meetings are devoted to analysing student data, planning next steps and the sharing of successful teaching practices <p>High functioning teams centred on shared goals and high expectations.</p> <ul style="list-style-type: none"> • All staff are aware of the expectations of their roles and contributed to active role statements • The new leadership team functioned effectively to support students and teachers to improve student learning outcomes 	<p>To strengthen a Christ centred inclusive learning community through:</p> <ul style="list-style-type: none"> • Embedding the Living Well Learning Well Framework particularly for parents • Establishing a new model for IST support which is inclusive for all students • Providing faith formation opportunities for staff, students and families <p>To enhance strong learning teams by embedding effective pedagogical practices informed by efficient data use through:</p> <ul style="list-style-type: none"> • Refining Learning Sprints • Creating an explicit data plan • Continuing to build teacher capacity to teach writing • Using the National School Improvement Tool (domains 2, 8 & 9) more strategically to effect change <p>To increase parental engagement in all aspects of their child's education through:</p> <ul style="list-style-type: none"> • Developing a school enrolment plan • Providing regular opportunities for parents to visit the school for religious, learning, cultural and sporting opportunities • Assisting parents to understand contemporary learning through Literacy/Numeracy information sessions, class newsletters, learning expos and video clips • Advertising policies and procedures (e.g. Attendance Policy) regularly and indicating how parents can support the school to function effectively

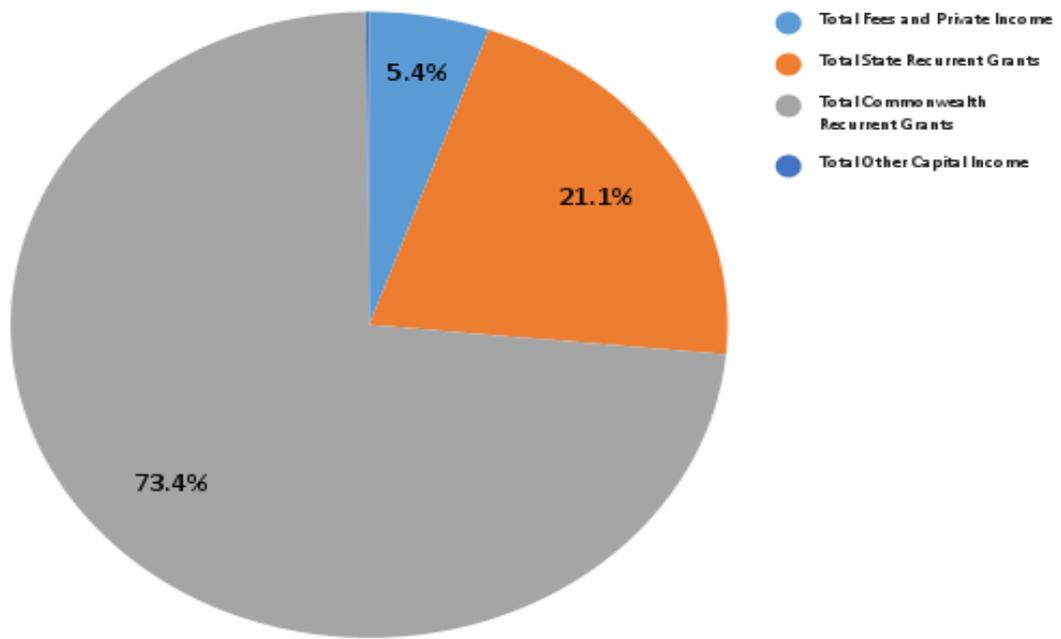
6.0 Financial Information

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, Quirindi



2021 Expenditure - St Joseph's Primary School, Quirindi

