

Annual School Report 2022 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 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 2023 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.

Once again, St Joseph's Primary School had a productive, and at times, a surprising and challenging year. Staff and student absences were higher than usual as a result COVID-19, various viruses and then extreme weather. Despite this, students thrived and showed very pleasing learning growth.

Staff continued to work on embedding the Living Well Learning Well Framework. This framework provided clear direction for student support in faith formation, learning and well being. It stressed the importance of highly skilled adults working in teams, providing a safe, productive and inclusive community. Education is a shared privilege and responsibility. Students and staff embraced the Living Well Learning Well philosophy enthusiastically, collectively striving to ensure the school is a safe place for learning where all members are valued, cared for and respected.

Community relationships started to build again after COVID-19 restrictions. The Wizard of Oz, a whole school play, was a wonderful experience for the entire community. Every student was involved in a class dance and many students had acting parts. Obtaining a CSO Creative Arts grant allowed the school to provide amazing costumes and employ professionals for sound and lighting. The PT & F catered for the evening, providing dinner packs and supper. Local preschools, parish and community groups attended the matinee performance. The evening performance filled the theatre with family and friends. The overwhelming positive student and community feedback confirmed it was an extremely worthwhile learning experience.

During the year, parents/ carers were provided with many opportunities to become involved in their child's education through: 3 Way Learning Conferences, liturgies, sports days, open classrooms, BBQs to celebrate the start of the year and a Book Fair. The Annual School Survey, conducted during Term 3, indicated very strong parental satisfaction in St Joseph's School.

Many positive outcomes were achieved during 2022:

- Students' individual learning needs were catered for by dedicated staff who carefully analysed data to inform their teaching and learning programs.
- A focus on creating ambitious yet achievable learning goals resulted in students taking greater ownership of their learning. This, in turn, resulted in improved learning outcomes in reading, mathematics and writing.
- The school continued to provide extra opportunities for primary students to extend their learning through a Times Tables Challenge, Brain Olympia, a Spelling Bee and by entering the ICAS and Newcastle Permanent Mathematics Competitions.
- 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. Targeted students displayed positive growth in the ability to write effectively.
- School facilities were updated, including: a school veggie garden, a storage shed, classroom/ staff room doors were replaced with glass, new iPads and an interactive screen for Infants students were purchased and the front gate was automated.
- The Year 5/6 students participated in a very successful excursion to Canberra.
- Students had the opportunity to participate in school based sport as well as diocesan fixtures in swimming, athletics and cross country. Talented athletes nominated for sporting trials to represent the Diocese of Armidale in a wide variety of team sports.



As Principal of St Joseph's Primary School, it was a privilege to witness the personal learning growth of each student during 2022.

Pauline Long
Principal

1.2 A Parent Message

The ongoing support of all the teaching and support staff at Joey's throughout the year was wonderful. The consistent contact that they maintain with parents was appreciated. It's been nice this year to be able to go back into the school grounds and classrooms for open days.

The school always listens to what we would like to see as parents, for our children, and this year we saw the whole school production of The Wizard of Oz. As a parent of someone who loves the creative arts, this brought my children much joy. I'm also really excited to learn that the Conservatorium of Music will be teaching in the school for one day per week during 2023.

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 146 years of Catholic education.

The parish priest, Father Kingsley Etoh, 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.

Encouraging the faith formation of staff continued to be a priority. Staff commenced the year with a day retreat led by the CSO Renewal team and were offered two further opportunities during the year with twilight retreats. Staff met each Monday morning for staff prayer and all professional learning meetings commenced with prayer.

Each class started the year by teaching *Come! Share the Spirit* units which were devised to increase students' knowledge of the school crest, foundations and motto. These lessons integrated the Living Well Learning Well Rules for Living to assist each class to establish a calm and collaborative learning environment.

The school fare-welled Fr Vince Amaro at the end of term 1 and welcomed Fr Kingsley Etoh in Term 2. Father Kingsley came to school on a regular basis to talk to the students during their Religion lessons. Students from the school continued to be involved with the parish sacramental programs for holy Communion and reconciliation, with lessons being held in the parish hall after school.

It was with sadness that the school fare-welled Wendy Rheinberger, the Religious Education Coordinator for the past three and a half years. Wendy made a huge contribution to the school and parish. This year she composed a school song based on the Living Well Learning Well philosophy and the St Joseph's School Motto: *Come! Share the Spirit*.



Families were welcomed to masses and liturgies to celebrate St Patrick's Day, St Joseph's Day, Catholic Schools Week, Mother's Day and Grandparents' Day. We encouraged families to attend family masses each term, where students were actively involved in the celebration.

Students continued to strive to help other communities through mufti days, silly sock and crazy hair fundraisers. The school worked with the School and Youth Coordinator for Vinnies to collect blankets and winter accessories for local families.

Due to COVID-19, visits to the local nursing home were restricted, however, Stage 3 students visited *Eloura* in December to create Christmas craft items with the residents.

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	20

2.3 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2022	TOTAL 2021
Male	12	12	16	16	18	9	13	96	39
Female	16	10	13	11	11	8	8	77	28
Totals	28	22	29	27	29	17	21	173	67

2.4 Student Attendance

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

The average student attendance rate for the school during 2022 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%	92.0%	90.0%	90.0%	85.0%	88.0%	88.0%	88.4%

Managing Student non-attendance

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

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

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

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

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

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

2.5 Staff Profile and Teacher Standards

	Teacher Qualifications / Staff Profile	Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	7
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.	6
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 awarded at assembly. The character strengths highlighted were: being brave to stand up for what is right, team work, gratitude, forgiveness, kindness, perseverance, fairness and curiosity.
- The PosiSchools program was implemented during Term 4. PosiSchools consisted of a series of lessons on Wellbeing with a different theme for each class. The program had sporting stars as ambassadors and in each lesson there was a sport analogy of a 'warmup, the match and a cool down'. All students received a pair of POSIsocks which they wore each sport day. The socks reinforced the idea that you start the day well by putting your best foot forward. The sayings on the socks were: 'Try something new', 'Just give it a go', and 'How can you show kindness today?'

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 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. The students noted they were supported in their learning and there were staff members to go to for help or advice. 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 led 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 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. The school rated very high on encouraging professional learning and improvement in practice.

3.0 Teaching and Learning

3.1 School Curriculum

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

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

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 Leadership team worked specifically to guide staff to analyse student writing samples and use this information to plan next steps in instruction.



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 3. The MaST teacher co-planned, co-taught and co-reflected regularly with the Stage 3 teacher. This teacher gained new skills and confidence to teach Mathematics.

Literacy Learning Hubs were introduced to target each student's need for students K-4. These lessons provided explicit, targeted literacy instruction with a particular focus on phonics and spelling skills.

Primary students participated enthusiastically in a school based and diocesan '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 were given 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.

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										
Reading	17.5	11.0	21.0	0.0	19.4	22.0	11.6	11.0	8.4	22.0	2.7	0.0
Writing	19.5	29.0	35.0	29.0	23.8	29.0	10.1	14.0	4.8	0.0	1.7	0.0
Spelling	17.9	0.0	23.0	22.0	19.7	22.0	13.0	11.0	6.9	11.0	6.0	11.0
Grammar and Punctuation	16.8	22.0	20.1	11.0	19.8	11.0	13.1	22.0	6.9	0.0	4.0	11.0
Numeracy	11.4	0.0	20.4	27.0	26.2	27.0	20.2	27.0	10.5	9.0	3.3	9.0

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										
Reading	12.8	0.0	26.9	75.0	27.2	25.0	17.4	0.0	7.2	0.0	3.4	0.0
Writing	9.2	25.0	18.7	25.0	30.5	50.0	24.5	0.0	9.7	0.0	3.4	0.0
Spelling	14.1	25.0	25.0	25.0	26.8	50.0	18.0	0.0	8.0	0.0	2.9	0.0
Grammar and Punctuation	10.4	25.0	20.1	25.0	26.5	0.0	23.2	50.0	10.1	0.0	3.0	0.0
Numeracy	8.4	25.0	18.9	0.0	27.9	25.0	26.3	50.0	11.5	0.0	3.0	0.0

Highlights for 2022



Although the school had a small cohort of students there were many areas to celebrate in the NAPLAN data. As a school we continually strive to improve the learning outcomes of all students through collaborative planning and the sharing of successful teaching strategies.

Year 3

In Reading, 77% of Year 3 students were above the National Minimum standard; with 44% in the top two bands and even more pleasing 30% of the students obtained **beyond band six**.

In Writing, 100% of Year 3 students were above the National Minimum standard with 57% of the students in the top two bands.

Year 5

In Reading, 75% of Year 5 students were in the top two bands for reading.

In Writing, 100% of Year 5 students were above the National Minimum standard with 55% in the top two bands.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Data Analysis	15/02/2022	Rebecca Hofman and Pauline Long
Collaborative Marking and Moderation	01/03/0022	Rebecca Hofman & Pauline Long
Reading and the New K-2 English Syllabus	18/07/0022	Rebecca Hofman
Collaborative Marking and Moderation	08/03/0022	Rebecca Hofman & Pauline Long
First Aid	22/03/2022	John Lobsey from JI Contracting
School and System Compliance Child Saftey	27/01/2022	Pauline Long
Mathematics	26/04/2022	Trish Mitchell SME CSO
Oral Language	10/05/2022	Amy Willis
Collaborative Marking of Writing	24/05/2022	Rebecca Hofman & Pauline long
Goal Setting	21/06/2022	Pauline Long
Goal Setting Sharing Session	23/08/2022	Pauline Long



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 or 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 2022	Key Goals for 2023
<p>1. Strengthened a Christ centred inclusive learning community through:</p> <ul style="list-style-type: none"> • Embedded the Living Well Learning Well Framework particularly for parents • Established a new model for IST support which is inclusive for all students and providing faith formation opportunities for staff, students and families in the tradition of St Joseph <p>2. Enhanced 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 and using the National School Improvement Tool (domains 2, 8 & 9) more strategically to effect change <p>3. Increased parental engagement in all aspects of their child's education through:</p> <ul style="list-style-type: none"> • Developing a welcome strategy for new families • Providing regular opportunities for parents to visit the school for religious, learning, cultural and sporting events • Assisting parents to understand contemporary learning through Literacy/Numeracy information sessions, class newsletters, learning expos and video clips • Advertising policies and procedures (eg Attendance Policy) regularly and indicating how parents can support the school to function effectively 	<p>1. Strengthen a Christ-centred inclusive learning community.</p> <ul style="list-style-type: none"> • Embed the Living Well Learning Well framework (for staff, students and families) aligning with our school needs and context • Strengthen the school, family and parish team • Implement the Faith Formation Framework • Develop an inclusive culture for SWD, EAL/D and ATSI students <p>2. Create a data informed team culture that improves pedagogy and enhances learning outcomes for all students.</p> <ul style="list-style-type: none"> • Embed and reflect upon the Non-negotiables of a Catholic Professional Learning Community • Implement the new K-2 English and Mathematics syllabi • Target differentiated Teaching and Learning through data informed decisions <p>3. Revisit the qualities of strong teams for students, staff and our community.</p> <ul style="list-style-type: none"> • Strengthen school teams by exploring the qualities of effective teams. Collaboratively identify team values, goals, roles and responsibilities of each team • Encourage parental/ carer engagement in their child's education. • Communicate school policies and procedures to all stakeholders regularly, and seek feedback where appropriate

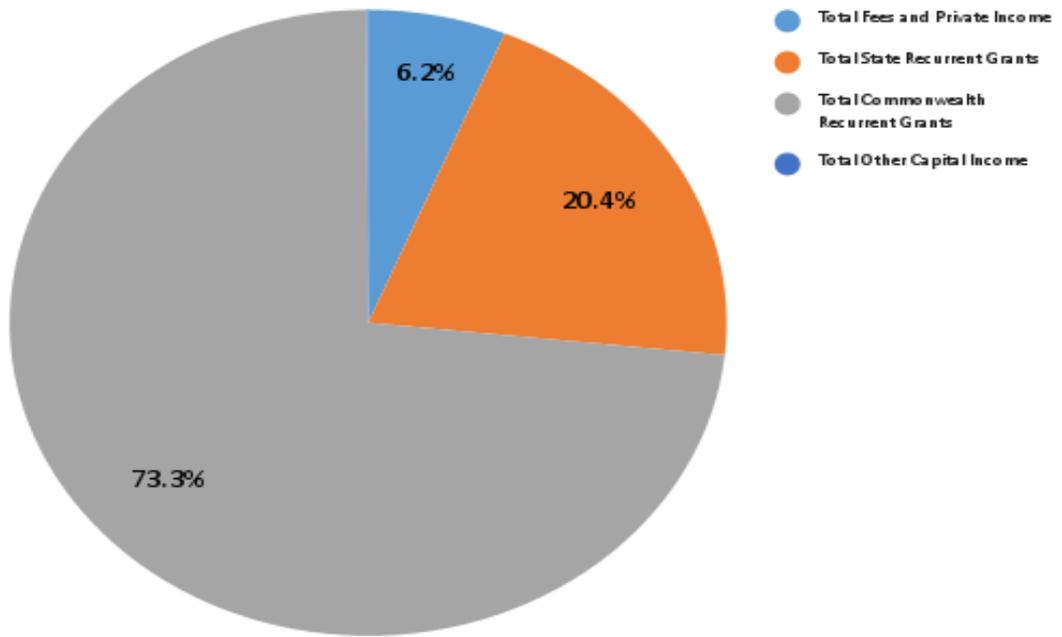
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Joseph's Primary School, Quirindi



2022 Expenditure - St Joseph's Primary School, Quirindi

