

Annual School Report

2019 School Year

St Joseph's Primary School, Maclean



LEARNING BEGINS WITH ME

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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 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 2020 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 6645 2340 or by visiting the website at www.maclplism.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 2019. 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 2019 the school:

- Year 3 results in Numeracy have continued tracking above the State results and Statistically Similar Group(SSG) schools since 2017. Year 5 Numeracy also tracking above SSG schools and Year 5 females are above both State and SSG schools. 66.7% of Year 5 students were at or above expected growth in Grammar and Punctuation.
- Students in Stages 2 and 3 completed the Maclean RSL Anzac Writing Competition and one student received 2nd Prize in the Junior School Section (Year 5 - 8).
- Implemented the MacqLit and the Extending Mathematical Understanding Programs with 20 students from Year 1 to Year 5 successfully exit the programs having improved their reading and mathematical skills.
- Participated in the Far North Coast Tournament of the Minds Competition with our Senior Team (Year 3-6).
- Scored above average in the Year 6 NSW Catholic Schools Religious Education Test. Of the 16 students who sat the exam, one student received a High Distinction, four students received Distinctions and 10 students received Credits.

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 2019 the school:

- Organised NAIDOC Week celebrations where our students were involved in cultural, art and music activities celebrating Indigenous culture with the local Elders.
- Held Anzac and Remembrance Day celebrations and liturgies.
- Hosted the Maclean Carols by Candlelight in conjunction with Rotary, which resulted in over five hundred local community members attending the night.
- Achieved excellent individual results in the Lower Clarence Music Eisteddfod including a number of 1st, 2nd and 3rd places.
- Ensured whole school participation in the Premier's Reading Challenge

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2019:

- Five students qualified for Diocesan Cross Country.



- Three students qualified for Polding Winter Sports Trials in the following sports - (Girls Soccer), one student (Rugby Union) and one student (Open League)
- One student represented Polding in the NSW PSSA Girls Cricket Championships.
- One student qualified for Polding Athletics in 11 Years 200m and 11 Years High Jump.
- Our Stage 3 Rugby League Team attended the Anthony Don Legends of League Sevens in Grafton.

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.

Dale Layland
Principal

1.2 A Parent Message

The official parent body of the school is the Parent Forum where parents fulfil the executive roles of Chairperson, Secretary and Treasurer and four other parents also act as representatives on the Forum. The Parent Forum meet every term and our Principal also attends each meeting.

Every year parents are invited to choose areas that may be of interest to them within the many facets of school life including: Education, Pastoral Care, Library, Fundraising, Religious Education and Sacraments, Art, Music, Sport, Landscaping and Canteen.

The Forum's role is to:

- Enhance the partnership between school and families.
- Allow for access to parental advice and feedback on a range of issues to school leaders.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education.

During September, November and December 2019 our Valley was exposed to bush fire events that impacted on some of our usual activities.

This is reflected in the list below:

- Mothers' Day High Tea.
- Mothers' Day Stall.
- Participation in the Monash University Professional Learning pilot programme focusing on Parent Partnerships and Parent understanding of Students Learning. This was the third of three sessions focusing on the topic 'Understanding how to support your child in Mathematics'. The previous two were held in 2018.
- Fathers' Day Build A Burger.
- Easter Raffle.
- Grandparents' Day.
- Parent Assembly Weekend, Coffs Harbour.
- Dress Like a Farmer fundraiser.
- August 2019 Inaugural Op Shop Ball.
- Mini Vinnies School Sleepout.



- Book Week.
- Canteen menu survey.
- School Silent Disco and Barn Yard Bakery rural fire fundraiser.
- Safe on Social Media Workshop facilitated by Kirra Pendergast in conjunction with the Catholic Schools Office Parent Assembly.
- Term 4 Parent Forum dinner.
- Promotion of the school in the community hosting the Rotary Community Christmas Carols.
- Maclean Showground Lawrence Rodeo drink stall fundraiser.

This partnership with parents is greatly appreciated by the school staff as we strive together with head, heart and hands to support our wonderful students, teachers, school and community.

Louise Eckersley
Chairperson
Parent Forum

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Maclean and is part of the St Mary's Parish which serves the communities of Maclean, Harwood, Iluka, Woombah, Gulmarrad, Brooms Head, Townsend, Chatsworth, Tullymorgan, Ashby, Palmers Island, Tyndale, Woodford Dale, Illarwill and Lawrence, from which the school families are drawn.

Last year the school celebrated 120 years of Catholic education.

The parish priest Fr Nicolas Maurice 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 of 19 students in the sacramental programs of Confirmation, Reconciliation and First Holy Communion.
- Involvement in family and student retreats for all Sacraments.
- Attendance and participation in School Parish Masses and liturgies.
- Participation by students in a number of Student Proclaim programs initiated by the Lismore Diocese including Exuro, Incitare, and Accendere.
- Invitations to Parishioners to attend school-based events including the school play, Catherine McAuley's Mercy.
- 13 students in Stage 2 and Stage 3 were trained as altar servers.

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 *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. 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 2019	TOTAL 2018
Male	9	4	14	14	6	7	7	61	53
Female	4	6	2	5	6	6	8	37	41
Indigenous *	3	1	1	3	0	1	2	11	10
EALD *	0	0	1	1	0	0	0	2	0

** 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 2019 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
93.5%	92.3%	94.2%	93.8%	89.7%	91.1%	91.6%	91.9%

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 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 13 teacher(s) accredited with NESA, 9 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 9 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.9%. 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:

- End of Year Awards are given for Faith in Action in each class.
- At weekly assemblies a student in each class receives the Values Award for demonstrating an aspect of the St Joseph's School Values.
- The St Joseph's Award is given to a student who consistently demonstrates respect and responsibility as a student leader within the school at our End of Year Awards Ceremony.
- The Anti-Bullying Policy is strongly adhered to.
- The school has revised and strengthened our Behaviour Management Policy and Plan.
- The school has adopted and developed a whole-school approach to Positive Behaviour. The behaviours of Respect, Responsibility and Safety are aligned to our School Vision of Head, Heart and Hands.
- Students are involved in giving programs such as Mini Vinnies, Project Compassion and other local community charities that arise throughout the year.

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.

- Our staff, families and Stage 2 and 3 students completed the Diocese of Lismore School Improvement Surveys (DOLIS). These survey results greatly impacted on the decisions made in 2019. The information gathered through these surveys was used to clarify our Whole School Vision and Framework for 2018-2020. Parents and staff were given opportunities to unpack some of the data and analysis from the survey results. Further plans and preparations were also put in place for the start of the 2020 school year so as to continue to achieve those aspects of the Framework that applied specifically to 2020.
- The school Parent Forum is a parent body that meets each term to discuss areas of interest with the parent community. A significant function of this group is collaboratively seeking ways to build parent voice and parent community in the life of the school. These meetings also allow a significant amount of time for discussing school matters with parent stakeholders.
- Student representatives from Year 2 to Year 6 are selected to form a Student Representative Council. These students meet fortnightly with the School Principal and School Chaplain to ensure students' voice is regularly consulted in both the direction of the school and the day-day operations.

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.

The school implemented Extending Mathematical Understanding (EMU) with students in Year 1 and Year 4 this year having a positive impact on influencing the teaching of Mathematics. Mathematics Assessment Interviews (MAIs) were completed with all students K-6 at the beginning of the 2019 school year. An intervention program was also implemented in the school focusing on supporting students in Year 3 and Year 5 who had been identified as being at risk. These students worked in small groups each day on activities that develop strategies in counting, place value, addition, subtraction, multiplication and division. An additional classroom teacher received EMU Specialist Teacher training in 2019 which allowed the school to expand the expertise in Mathematics within our teaching staff.

In 2019 Professional Learning Teams continued to operate at St Joseph's with the sole purpose of enhancing the learning sequences for our students. The staff of St Joseph's worked collaboratively in order to track student progression through the outcomes and identify students who are in need of curriculum adjustments. During 2019 there was a particular focus in these learning teams on establishing a consistent approach to the writing process to ensure that not only were all students being exposed to similar skills in writing but that the pedagogies used to engage and provide feedback to the learner were consistent in all classrooms.

To encourage and ensure the school gave students a range of enrichment opportunities a number of clubs ran daily during lunch time in 2019. These included a Craft Club, Coding Club, 3D Printing Club, Chess Club and a Singing Club. Additionally, Tournament of the Minds sessions were also provided to students during lunchtimes allowing the school to compete in the Far North Coast Tournament of the Minds held in Kingscliff.

To support the continual development and skills around 21st Century learning and digital technologies all students from Year 3 to Year 6 received their own individual Chromebook. Providing one to one devices in these learning spaces ensured students were equipped and exposed to a number of digital mediums including: Green Screens, Animation, Graphic design, Video Editing and Web building. iPads were also utilised in the Infants Classrooms with a ratio of one to two.

Our flexible learning spaces encourage collaboration and the opportunity to develop rich and engaging learning programs that are data driven and based on the assessment of and for learning. Catering for the individual needs of every learner, St Joseph's identifies the need for education to be both meaningful and relevant to our students whilst providing them with skills to succeed. Our classrooms are staffed with multiple personnel allowing students to be broken up into small groups and thus the teaching and learning to be tailored and targeted to the needs of the students.

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

- Local Creative Arts performances and competitions (i.e. Maclean Show and Lower Clarence Music Eisteddfod).
- All local sporting gala days including; Netball, Cricket, Touch, Rugby League.
- Local community Christmas events.
- Fundraising events and support of local charities (i.e. Relay for Life, St Vincent de Paul)



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, 16 students presented for the tests while in Year 5 there were 13 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	22.7	6.0	24.5	13.0	19.9	38.0	13.1	25.0	9.0	0.0	2.2	0.0
Writing	19.4	13.0	38.6	31.0	25.5	38.0	11.3	19.0	4.0	0.0	1.2	0.0
Spelling	23.2	31.0	24.8	13.0	20.2	13.0	14.3	31.0	6.6	13.0	4.6	0.0
Grammar and Punctuation	27.9	6.0	21.8	13.0	16.4	38.0	12.9	25.0	6.8	0.0	3.5	0.0
Numeracy	15.3	13.0	23.4	31.0	25.9	25.0	18.6	13.0	9.5	6.0	2.8	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	15.0	8.0	22.8	23.0	28.2	23.0	18.4	15.0	9.1	15.0	3.8	15.0
Writing	5.6	0.0	13.4	25.0	32.2	17.0	31.9	8.0	10.9	17.0	4.4	25.0
Spelling	13.1	0.0	25.2	33.0	27.0	17.0	20.8	8.0	7.5	25.0	3.5	8.0
Grammar and Punctuation	13.9	8.0	22.0	25.0	21.5	8.0	20.1	25.0	10.9	8.0	5.7	17.0
Numeracy	10.5	8.0	19.3	38.0	28.5	8.0	25.3	23.0	11.0	23.0	2.7	0.0

As can be seen from the table results for Numeracy are pleasing as both Year 3 and Year 5 are tracking above the Similar Schools Group, with Year 3 and Year 5 females also tracking above the State average. There has been a positive shift in the Writing domain for Year 3. 2019 results are an improvement on last year's data with male results trending upwards since 2016. Year 3 results in the Reading domain have stayed well above the Similar Schools Group average. There are three Year 5 students in Band 7 in the Writing Domain. Year 5 growth in Grammar and Punctuation exceeded State results. A number of initiatives may have contributed to these results including agreed practice implemented across the school in the Numeracy domain, a whole school focus on the writing process including editing and proof reading of work affecting Spelling, Grammar and Punctuation



results. NAPLAN results will be further analysed in conjunction with PAT tests and in-school assessments to evaluate the impact of these initiatives and direct future planning.

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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Writing PD Day	29/04/2019	Leadership Team
Mercy values PD Day	22/07/2019	Leadership Team
Building Cultural Capacity PD Day	06/09/2019	School Improvement Team & CSO Consultant
Pastoral Care PD Day	27/09/2019	Pastoral Care Team & CSO Consultant

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

Activity	Staff numbers	Presenter
Extending Mathematical understanding PD Days	1	Anne Gervasoni
Creative Pedagogies and Teaching History	5	Dr Alison O'Grady
Lyn Sharratt - Clarity Matters	3	Lyn Sharratt
Intro to TextHelp PD Day	4	CSO Consultants
Professional Learning Teams PD Day	9	Colin Sloper
Learning & Teaching Collaborative PD Days	2	Jim Knight

The professional learning expenditure has been calculated at \$4648 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](#).

4.2 Pastoral Care Policy

The school's Well-being Policy is based on the principles of restorative justice and procedural fairness. It aims to develop persons who are responsible and inner-directed, capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities. 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 well-being. These include programs focusing on self-esteem, social relationships, anti-bullying and personal safety. The school's pastoral care program helps students recognise that their rights are balanced by responsibilities. There is a School Chaplain who implements programs to help families in need, a School Counsellor who works alongside students at risk and also a pastoral care component of the Parent Forum that seeks to assist families who are suffering hardship.

4.3 Discipline Policy

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

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

The school 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.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, well being and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know that they have the right to be safe from bullying, understand 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.

4.5 Complaints and Grievance Policy

The school 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. The policy is available at the front office.



5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Each Term parishioners afternoons were held after Friday Mass. Values were made visible within school environment. A focus was given to values at school assemblies and gatherings. Staff identified agreed opportunities to put values into practice. A whole school Prayer Schedule was developed. 	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none"> Improve pedagogy and rigor in the teaching of Religious Education. Continue the implementation of Mercy Values and Diocesan Foundational Values in the school community. Deepen student and staff spirituality through a variety of prayer opportunities.
<p>Learning and Teaching</p> <ul style="list-style-type: none"> Improved pedagogy and rigor in the teaching of Mathematics based on the whole school approach to the Mathematics block. Improved pedagogy and rigor in the teaching of English based on the whole school approach to the English block. Staff participated in self-reflection and improvement utilising the feedback cycle. Staff selected and used high yield strategies to improve practice. Leaders of Learning modelled good Tier One practices. The school developed a draft Response to Intervention K-6 document that was presented to staff for ratification. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Teachers use student data to inform learning and teaching in Mathematics. Improve pedagogy and rigor in the teaching of reading based on the whole school approach to the English block. Implement a whole school approach to Intervention. Students are provided opportunities to be able to extend their creative and critical thinking.
<p>Pastoral Care</p> <ul style="list-style-type: none"> The staff completed a draft Whole School Approach to wellbeing document with evidence of parent, staff and student input. All staff participated in further professional learning on Mental Health First Aid facilitated by the Catholic Schools Office. Further work was completed on developing school agreed positive behaviour in the classrooms. Fortnightly media articles were published in the local community newspaper. There was a Whole school Community Engagement Plan outlining opportunities to be visible to and work with local community groups. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> Whole school approach to supporting all students in social and emotional wellbeing, with a focus on strategies relevant to the school context. Whole school approach to wellbeing (similar to Tiers of Intervention) is documented and complete for distribution to parent community. Whole school Community Engagement Plan outlining opportunities to be visible and work with local community groups. Parent Forum will organise parent community events including activities for adults and families. Parent Learning is provided by the Parent Forum in conjunction with the school and with Parent Assembly support.
<p>Leadership</p> <p>This domain is not a focus area for the school this year.</p>	<p>Leadership</p> <p>This domain is not a focus area for the school this year.</p>

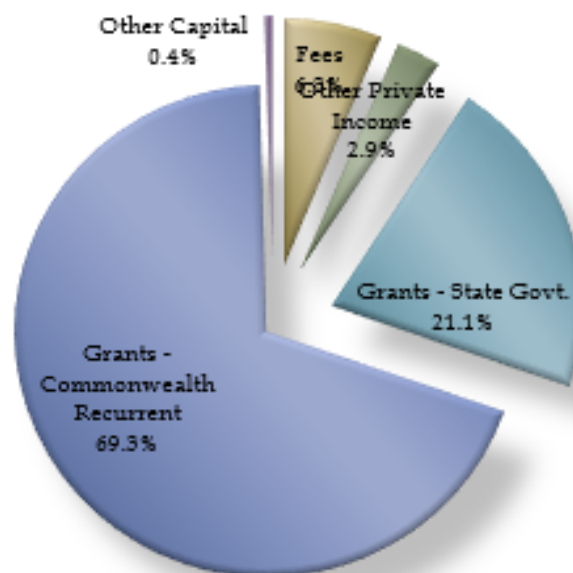
Family School Partnership This domain is not a focus area for the school this year.	Family School Partnership This domain is not a focus area for the school this year.
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6.0 Financial Information

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 2019 is presented below:

2019 INCOME - St Joseph's Primary School MACLEAN



2019 EXPENSE - St Joseph's Primary School MACLEAN

