

Annual School Report

2021 School Year

St Joseph's Primary School, Coraki



ST JOSEPH'S
PRIMARY SCHOOL **CORAKI**



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About this report

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

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

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

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

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

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6683 2248 or by visiting the website at www.crkilism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

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

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

- Mathematics Assessment Interview (MAI) data indicated that we had a high percentage of students who have achieved at least twelve months' growth across Counting, Addition and Subtraction and Multiplication and Division in our Stage 1 cohort. Many of these students achieved beyond twelve months of growth. Our Stage 3 cohort had the majority of students achieve twelve months' growth. Stage 2: Year 4 showed strong growth in all areas with the Year 3 particular strength in Place Value and Addition and Subtraction.
- PAT Reading data showed that we had 11 students across the assessed grades that achieved above their expected scaled score. Our PAT Maths data reflected similar results with 14 students achieving above their expected scaled score.
- Continued to develop Student Data Cards to track student achievement across the school. This resulted in rich conversations around what data we wanted to track and a sharper focus on evidence to support student achievement. This resulted in opportunities for our school community to celebrate growth both at a cohort level and at an individual student level.

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

- Welcomed our school community celebrating the beginning of a new school year. This was achieved with our Welcome Barbecue and gave our community a chance to come together and meet new families. Developing the Coraki community is a key strategy.
- Celebrated NAIDOC Week as a school community. Our Indigenous students led the day, and all students engaged with input from local Indigenous community members to learn about Indigenous artefacts and learn Indigenous dance. The benefits of this experience were twofold. The activities were rich learning experiences that our students valued and reflected upon in the days after the event. The opportunity for the local Indigenous community to lead our students' learning was also empowering and enriching for them as their excellent presentation skills engaged our students so completely.
- Implemented a school Cultural Program as part of our cultural immersion works. An Indigenous artist was employed to compose artworks in various places around the school. Each stage group was given the opportunity to have input in a design with Uncle Sheep discussing and linking Indigenous history and stories. This process gave the students ownership over the project and pride in the final result.
- Had an Indigenous student's artwork selected to be represented through the Lismore Laneways Revitalisation Project. This opportunity was gratefully received by an Indigenous Stage 3 student



from our school. Her passion for linking artistic expression to her Indigenous culture and her leadership skills were greatly enhanced through this project. To have her artwork selected was an incredible achievement.

- Representation of the school community at Coraki ANZAC Day celebrations.

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

School Cross Country and Colour Explosion Fun Run were held in Term 1 on the school grounds. All students from Kindergarten to Year 6 participated in their respective events ranging from 500m to 3km. At the completion of the cross-country students participated in an obstacle course and colour explosion fund-raiser. The colour explosion raised \$1537 for the school.

During Term 1, students participated in a Tennis Program run by a Raising Aces Tennis Academy. The program was facilitated by experienced tennis coaches at the local tennis courts in Coraki and at the school grounds. This program went for one session per week over five weeks and was funded by our Sporting Schools grant which meant the parents and carers were not required to fund the program.

Term 2 saw a squad of 20 students attending the Richmond Zone Cross Country held at the Lismore Turf Club. The selected students participated in their age races with one student coming 3rd in the 10 years girls event. This student then went on to represent St Joseph's Coraki and the Richmond Zone at the Diocesan Cross Country held at Grafton.

The school Athletics Carnival was held in Term 3 at Riverview Park, Lismore. The students participated in a range of novelty and competitive events during the day. Unfortunately, due to COVID-19 the Richmond Zone Athletics Carnival was cancelled, so students were unable to progress to the next level.

In Term 4 all students participated in a week of intensive swimming lessons. During the week, each group of students received one hour per day of intensive swimming lessons provided by qualified instructors from the Richmond Valley Council. The lessons took place at the local Coraki pool and were funded by our Sporting Schools grant.

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.

Brendan Moloney
Principal

1.2 A Parent Message

St. Joseph's Parents and Friends Association (P&F) continued to promote the interests and welfare of our Parish School for the duration of 2021 by assisting in the provision of resources deemed necessary by the Principal and teaching staff. We continued our endeavours in strengthening the partnership between the school, families, Catholic Schools Office and the wider community.

This year we focused on maintaining positive Parish relationships, strengthening our engagement with the broader community and supporting the school financially. Unfortunately, due to COVID, we were unable to hold many events at the school. Events organised in 2021 included collaborating with the school to support our Year 6 Graduation, canteen special order days, and Easter and Christmas Hamper Raffles. This resulted in donations to the school to support the purchase of resources for the canteen. The P&F also provided a Mothers' and a Fathers' Day stall for our students. These events



enabled the P&F to engage in school events and support the enhancement of community relationships.

Annually we also provide our graduating students with senior school shirts and parting gifts. Outside of fundraising we made efforts to support the community during the COVID-19 restrictions by connecting with families in safe ways and providing support for families going through hard times. We also facilitated social gatherings when possible. Our meetings are held twice per term and are always promoted as open and welcoming to new members. The contribution of current serving members, the supportive relationships between the P&F, the Principal and teaching staff is greatly appreciated by the school and parish community. We take pride in being a vital part of our school.

In 2022 we look forward to collaborating with the school for events to bring the community together and showcase our school such as a Biggest Morning Tea, Parent Information Evenings, Christmas Carols and providing support to enhance learning and physical activity.

The P&F looks forward to continuing its tradition of actively supporting and contributing to our school and wider community by engaging in positive partnerships that in turn nurture the authentic and supportive learning environment of which we are very proud.

Nicole Oldham
Vice President
Parents and Friends Association

2.0 This Catholic School

2.1 The School Community

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

Last year the school celebrated 125 years of Catholic education.

The parish priest Fr. Max Gow 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:

- The promotion and facilitation of sacramental programs through newsletters and social media invitations and facilitating family engagement by hosting meetings and guiding families and children through their journey of First Eucharist in 2021.
- Supporting the life of the parish by attending mass as a school community two to three times per term. We work closely with the wider parish in participating in Holy Days of Obligation and important weekday masses including Ash Wednesday.
- Supporting the life of the parish by promoting and supporting fundraising activities including Caritas Project Compassion Appeal and the St Vincent de Paul Winter and Christmas Appeals.
- Promoting Parish Masses through the School Newsletter on a fortnightly basis. The school promotes Parish involvement through providing opportunities to engage regularly. This has been significantly impacted by COVID-19 in 2021.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus*



Christ Foundational Values Catholic Education in the Diocese of Lismore. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	5	4	4	3	5	3	5	29	31
Female	2	5	3	5	5	3	3	26	33
Indigenous *	1	0	2	3	1	1	3	11	19
EALD *	0	0	0	0	0	0	0	0	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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
85.0%	93.0%	81.0%	83.0%	85.0%	90.0%	76.0%	84.7%

2.4 Teacher Standards and Professional Learning

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

At this school there are 10 teacher(s) accredited with NESA, 5 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 5 non-teaching staff.

2.5 Teacher Attendance and Retention

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

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

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

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

- During 2021 students were involved in the Catholic Schools Youth Ministry Association (CSYMA) initiative. This supported the development of students' skills in promoting respect and responsibility, in particular being able to identify real life examples and ways they themselves are able to actively promote this.
- Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- Students gave generously to the St Vincent De Paul Winter Appeal and our Christmas Hamper drive to support local community charities.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships.
- In 2021, we reviewed our Behaviour Policy with all staff to ensure clarity around its implementation. The policy reflects a focus on celebrating positive learning behaviours with Respect and Responsibility being fundamental to the school's restorative justice program. We also developed signs to be displayed in our assembly area to highlight school expectations and allow staff to readily refer to them with students.
- We reviewed our Student Wellbeing Program and implemented a number of group programs to support students in their friendships and conflict resolution strategies. This also supported students as they navigated the challenges of school closures during COVID. Part of this review also looked at the prospect of implementing more group based supports for our students.

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.

- Staff were provided opportunities to engage in conversation at our weekly staff meetings. This provided a platform for staff voice to be recognized and expressed in the development of school priorities, policy and procedures as well as during identified professional learning.
- Our P&F (Parents and Friends) meetings took place monthly, when not impacted by COVID restrictions. This is an opportunity for families to express their thoughts when policy and procedures are being reviewed and to identify resources to be donated to the school to support learning. This included the purchase of canteen resources to be used for student cooking experiences.
- As a small school, families also have regular opportunities to talk informally or formally to staff and leadership regarding student progress and wellbeing. This enhances the partnership between school staff and families as we journey together to support each child.
- Parent/Teacher/Student Conferences enhanced the opportunity for the celebration of student learning and the development of student goals for each child. These provided families the chance to join in partnership with the school in each child's learning.

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.

- Students in K-2 participate in Walker Learning, a play based learning pedagogy, fostering a sense of inquiry as students participate independently in curriculum-based investigations. This approach encourages strong oral language development and an opportunity to expose students to a range of curriculum content across all Key Learning Areas.
- Students in Years 3-6 engage in Educational Research Projects, where they experience cross curriculum learning combining two or more Key Learning Areas. Through this approach, students are encouraged to develop an inquiry question within the parameters of the task, and are supported on their journey to find a solution, presenting the information to their peers.
- All students experience Mathematics through the implementation of the Diocesan Mathematics Block, which focuses on the development of conceptual knowledge and the ability to effectively solve a range of mathematical problems. Enabling and Extending prompts provide for differentiation ensuring all students are able to access the content and achieve success.
- As a nominated Targeted Assistance Phonics School, students in K-2 participate in explicit, targeted phonics instruction with the purpose of improving their reading and writing results. Teachers are supported in their instruction by a Mentor provided by Education Services Australia.
- The students have the benefit of a consistent approach to writing instruction through the use of the Gradual Release of Responsibility model and the guidance of the Lyn Sharratt Collaborative (Cohort 1).
- Extended Mathematical Understanding (EMU), Maclit and Minilit are Tier 2 interventions provided for students who have not yet reached grade level expectations for Mathematics and English.

The school continues to work towards developing 21st Century pedagogy. This pedagogy underpins learning across the school.



In 2021, we embedded Walker Learning in our K-2 classrooms refining our understanding of linking literacy and numeracy into investigations, and implemented Educational Research Projects in Year 3-6 classrooms. This continued to result in an increased engagement in our K-2 classrooms, particularly in our more vulnerable students and saw increased participation in our Year 3-6 classrooms.

During 2021 our school continued to engage with Lyn Sharratt and her publication, Clarity - What Matters Most in Learning, Teaching, and Leading. This saw the continued work of the Lyn Sharratt Team at St Joseph's being given the opportunity to engage in professional learning with Lyn focused on the 14 parameters. We continued to refine our Case Management Approach and use of Data to inform our practice and revised our understanding of Learning Intentions and Success Criteria.

Participation in the Seven Steps for Writing professional learning provided opportunities for teachers to develop strategies to engage students in writing and resulted in improved results, particularly in Years 3-6.

During 2021, our K-2 teachers began working on a Target Assisted Phonics initiative where professional learning on the Science of Language and Reading occurred, and ways to explicitly teach phonic knowledge to students to improve literacy were implemented.

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

- Communicating with the local Retirement Village. While face to face visits were not possible due to COVID, students sent cards and a video message to the residents.
- Hosting a Biggest Morning Tea at the school that was attended by a strong contingent of locals.
- A Youth Ministry program where a neighbouring Youth Ministry Officer came to our school each week to work with students in developing faith experiences.
- The use of ICT resources to enhance learning opportunities across the school with each class having access to a variety of digital tools. This included the purchase of additional Chrome-books and iPads.
- Celebrations for our 125-Year event. This was unable to go ahead due to restrictions but opportunities for past students to purchase name pavers and souvenirs saw many past students contact the school to share their story and reconnect with the school.
- School sporting activities which provided our students the opportunity to compete in a friendly (COVID-19 safe) environment in Cross Country, Swimming and Athletics as examples.

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 6 students.

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

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										
Reading	22.0	0.0	22.0	20.0	19.0	0.0	13.0	10.0	8.0	30.0	3.0	30.0
Writing	20.0	0.0	37.0	44.0	23.0	22.0	9.0	22.0	4.0	0.0	2.0	11.0
Spelling	23.0	10.0	23.0	0.0	20.0	20.0	13.0	20.0	7.0	10.0	5.0	30.0
Grammar and Punctuation	22.0	0.0	24.0	20.0	19.0	10.0	10.0	0.0	6.0	40.0	4.0	30.0
Numeracy	14.0	0.0	22.0	30.0	27.0	0.0	19.0	30.0	10.0	30.0	3.0	10.0

**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	16.0	8.0	25.0	50.0	27.0	0.0	18.0	0.0	8.0	0.0	3.0	17.0
Writing	8.0	0.0	17.0	0.0	33.0	33.0	27.0	17.0	10.0	17.0	3.0	0.0
Spelling	15.0	17.0	28.0	17.0	24.0	17.0	17.0	0.0	8.0	17.0	4.0	17.0
Grammar and Punctuation	13.0	0.0	21.0	33.0	27.0	17.0	20.0	0.0	9.0	17.0	5.0	0.0
Numeracy	10.0	0.0	21.0	17.0	29.0	33.0	24.0	0.0	10.0	33.0	3.0	0.0

In 2021, a number of Year 5 students showed wonderful growth across all areas. In Grammar and Punctuation, Reading and Writing 50% achieved growth at or above expected levels, while in Spelling and Numeracy 67% of our students achieved at or above expected growth. In comparing this to State percentages students achieved growth above the State level in both Numeracy and Spelling. We also had above the SSSG percentage in the top two bands in Grammar and Punctuation and Spelling. These are pleasing results and reflect the number of initiatives that have been implemented to support learning and in particular engagement in learning by all students.

Our Year 3 students performed above the SSSG percentage in the top two bands in Numeracy. One student achieved above Band 6 in Spelling which is an outstanding achievement.



A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements.

3.3 Teacher Professional Learning

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

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Seven Steps Writing	19/04/2021	Jen McVeity
Lyn Sharratt Collaborative - Learning Walks and Talks	12/11/2021	Brendan Moloney, Tracey Flaherty and Jodie Maginnity
Lyn Sharratt Collaborative - Learning Intentions and Success Criteria	12/07/2021	Jodie Maginnity and Tracey Flaherty
First Aid Training	15/12/2021	Allen's Training

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

Activity	Staff numbers	Presenter
Lyn Sharratt Collaborative	3	Lyn Sharratt
SALT Training	13	Online
Phonics Targeted Assistance Program (TAP) Workshops	5	Cassandra Bradshaw
Seven Steps Writing	13	Jen McVeity
First Aid Training	13	Allen's Training

The professional learning expenditure has been calculated at \$3884 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 Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

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

4.5 Complaints and Grievance Policy

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

5.0 School Determined Improvement Targets

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

Key improvements achieved this year	Key Improvements for 2022
<p>Mission of Jesus Christ In 2021 identified key improvement targets were focussed on the reinvigoration of Christian Meditation across the school while developing links between our Catholic Faith and Indigenous Spirituality. We also continued to develop our student discipleship program with a particular focus on 'Accendere' for our Year 4 students and Catholic Schools Youth Ministry Association group for our Stage 3 students.</p>	<p>Mission of Jesus Christ In 2022, we will explore the use of our Indigenous Spirituality Kits as part of our class and school celebrations to authentically embed Indigenous prayer tradition in our faith experiences. Students will also authentically permeate their Educational Research Projects to provide opportunities to make explicit connections with why we do what we do as a Catholic community.</p>
<p>Learning and Teaching In 2021, we continued our partnership with the Lyn Sharratt Collaborative. Our work moved to focus on unpacking the Assessment Waterfall Chart and developing our pedagogy in the area of Assessment to ensure our practices inform our instruction, thereby providing clarity for our teachers and students. The development of our use of our Data Wall continued, as we refined our data collection processes in order to more efficiently interpret it to support student achievement.</p>	<p>Learning and Teaching In 2022, we will continue our professional learning focus on the teaching of phonics, particularly in Years K-2 and our focus on best practice in reading outcomes to continue to enhance student achievement. This will be achieved with engagement in the TAP initiative, in particular engagement with our allocatur mentor. We will also focus on developing a consistent approach and understanding of the mathematics block and the use of our Maths Assessment Interview data to inform our teaching.</p>
<p>Pastoral Care In 2021, we were fortunate to continue our partnership with Social Futures and our Family Connect Service. This service aims to support our families who require additional assistance in navigating the challenges they may be faced with as parents in our modern world. The key aim of this service is to connect families to the services that they require and to accompany them on their journey.</p>	<p>Pastoral Care In 2022, we will focus strongly on supporting staff, students and families following the devastating floods in our area. This will be achieved by providing access to our Family Connects Service to enable families to access the support they require. Our students will also be supported with the provision of additional counselling.</p>
<p>Leadership In 2021, we continued to review our Leadership structures, roles and responsibilities, to ensure that opportunities for all staff to lead are provided.</p>	<p>Leadership In 2022, our leadership focus will be based on developing our skills in implementing Learning Walks and Talks in order to continue to develop classroom instruction and the use of high yield strategies.</p>
<p>Family School Partnership In 2021, we revisited our Community Conversations as started in 2020 with the Better Together Project. These conversations are an opportunity for parent and student voice and a mechanism for us to gain feedback providing voice to our community.</p>	<p>Family School Partnership In 2022, we will focus on building our family school partnerships and supporting families as they recovery from recent flooding.</p>

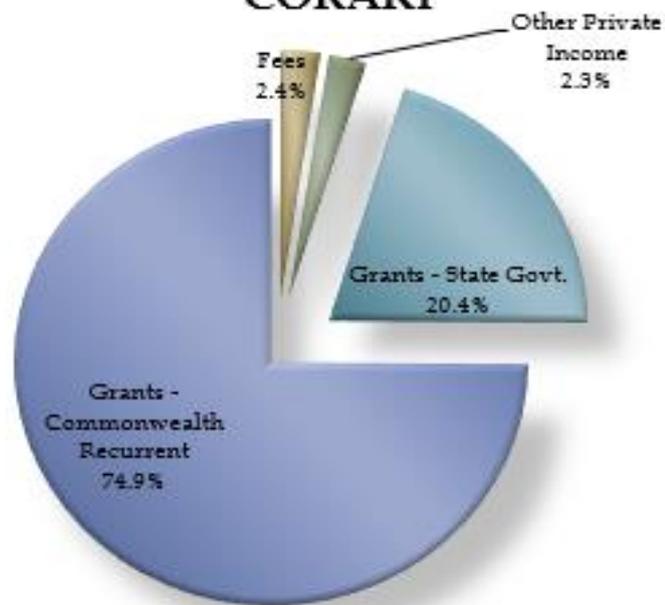
6.0 Financial Information

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

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



2021 INCOME - St Joseph's Primary School CORAKI



2021 EXPENSE - St Joseph's Primary School CORAKI

