

# Annual School Report 2016 School Year

St Joseph's Catholic Primary School  
WOODBURN



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## About this report

St Joseph's Catholic Primary School is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) 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 to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

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 66822468 or by visiting the website at [sjpwood@lism.catholic.edu.au](mailto:sjpwood@lism.catholic.edu.au)



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Joseph's Catholic 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 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 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016 the school:

- Achieved significant growth in the areas of English and Maths as reflected in our NAPLAN results.
- Participated at Credit, Distinction and High Distinction level in the University of NSW International Competition of Maths, English Spelling, Writing, Science and Computer Skills.
- Received good news on the State Year 6 Religious Education test where one student received a High Distinction, six received Distinction certificates and 6 received Credit certificates. This was a great result from a cohort of 14 students.
- Participated in the Northern Rivers Performing Arts and Catholic Schools Office initiative of 'Journey into an Unknown World'

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 2016 the school:

- Had students participate in the Anzac Day Dawn Service in Evans Head and participated in the Anzac Day March at Woodburn and took significant roles in the ceremony.
- Performed at Carols by Candlelight in Woodburn and Evans Head. Students also marched at Reef meets Beef Festival at Evans Head.
- Participated in Parish Masses during Holy Week, Catholic Schools Week, Advent and in Christmas Ceremonies.
- Visited the Mid Richmond Retirement Village to celebrate Mass, Easter and play Bingo with the elderly residents. As well as visiting the Retirement Village the Mini Vinnies Group also visited the Woodburn Pre-school to work on a project with the children.
- Held a fundraising day each term organised by the Student Representative Council to support local charities.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- A significant number of students were selected in Zone and Diocesan sporting teams in a variety of sports with two students being selected in the Polding Boys Hockey and Boys Softball Teams. One student was selected in the Polding Athletics.
- Stage 3 students participated in the Paul Wilson Soccer Shield competition and the Diocesan Netball Challenge.



- Many students represented the school at Zone and Diocesan level in swimming, cross country and athletics.

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.

Jeanette Wilkins  
Principal

## 1.2 A Parent Message

The Parent Forum exists at St Joseph's Primary School to:

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

In 2016 the Forum met twice a term with the Principal and Assistant Principal and discussed a range of issues. Prominent on the agenda for the group was the continued support for the School resources.

Other matters of importance included discussions on developments in curriculum, assessment and reporting at a school and national level e.g. NAPLAN, school infrastructure, student behaviour expectations, uniform, information relating to parent education including information evenings and courses, canteen and fundraising matters. Throughout 2016 we as a committee again decided to hold one major fundraiser a year, which was the St Joseph's Community Fair and Fireworks. This was held on the long weekend in June.

The money raised from the 2016 event is going towards making a new larger undercover waterproof area where the children can have their breaks and also play educational games.

There were also a number of social events to build community and encourage open communication between families and between the school and families. These included a Mother's Day morning tea, Father's Day breakfast, and open classrooms. These proved to be very popular events. Communication and involvement between parents and the school is very high.

The Parent Forum continues to support the school by running the canteen on a voluntary basis. As a group we see this as a vital service for the school and we are committed to ensuring we offer healthy canteen options.

The school continues to be an active part of the parish community and is a vital part of the wider community. Many families who no longer have students at the school continue to attend school events and are still valued members of the school community. Events such as the Book Week Parade and Poetry and Prose night continue to attract people long after their children have left the school.

We look forward to continued support from the parent community as we continue in partnership with the school administration to provide an exciting and worthwhile learning and faith environment for our students.

Tracey Bodley  
President  
St Joseph's Catholic Primary School Parent Forum



## 2.0 This Catholic School

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### 2.1 The School Community

St Joseph's Catholic Primary School is located in Woodburn and is part of the St Joseph's Parish which serves the communities of Coraki, Evans Head and Woodburn. School families are drawn from the towns and communities of Woodburn, Evans Head and Broadwater and surrounding rural areas of New Italy, Swan Bay, Kilgin and Bungawalbin.

Last year the school celebrated 102 years of Catholic education.

The parish priest Fr Richard Foley is involved in the life of the school.

St Joseph's Catholic 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 a range of activities.

- The school celebrates the Sacrament of Confirmation during the weekend Parish Mass with the Bishop of Lismore being the principal celebrant .
- The school supports Parish Masses by including staff and students on rosters for ministries such as readers, music, Eucharistic ministers, Altar Servers and sacristans.
- Staff are involved in the Parish by attending Parish Advisory Meetings, Parish Finance Council Meetings and Parish Schools' Meetings.
- The school supports parent meetings and the Family Based Sacramental Preparation Program with Parishioner Support for students preparing for the Sacraments of Penance, Confirmation and First Eucharist.
- The school participates in the celebration of Masses and liturgies, particularly for special feasts such as St Joseph and St Mary MacKillop.
- Involvement of Parishioners in the Learning Assistance Program and School Events.

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 2.5 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 Catholic Primary School caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
<b>Male</b>	8	10	8	10	14	11	9	70	73
<b>Female</b>	9	11	9	15	10	10	5	69	78
<b>Indigenous</b> <i>count included in first two rows</i>	1	0	1	0	1	0	3	6	7
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	0	0	0	0	1	0	0	1	1

### 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, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day through Schoolworx and rolls are checked fortnightly by the Assistant Principal. 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	93	92.4	96	92.7	94.1	94.1	95.3	93.9

### 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

4.	Teachers with recognised qualifications to teach Religious Education.	7
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	9

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

A new Assistant Principal and a new permanent teacher were appointed to fill two vacant positions.

## 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 2016 students from our Mini Vinnies group were involved in a range of outreach activities including visits to the local nursing home where students spent time entertaining and speaking with the elderly residents and visits to the local preschool to work on projects with the children. Students and staff, through the organisation of the Student Representative Council, contribute generously to social justice appeals, including St Vincent de Paul and Caritas. 'Making Jesus Real' awards were presented at our weekly whole school assemblies.
- 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 2016, the 'Making Jesus Real' program continued to be a lived and visible part of our everyday school life. The continuation of a 'Well-Being' Committee and the Learning Assistance Program (LAP) further highlighted how respect and responsibility are fundamental to our school values and beliefs.
- During 2016 we became a Positive Behaviour School, introducing the school rules and values of Respect, Self- Responsibility, Effort and Safety. The school's Behaviour Matrix is the framework for the teaching of expected behaviours in all school settings. These behaviours are taught explicitly and repeatedly. Awards based on the school rules were presented at our weekly whole school assemblies.
- The 'Year of Mercy' was celebrated at St Joseph's in Mercy Week. The Diocesan Art resources elicited much appreciation, prayer and reflection for our children and parent community. Our 'Jump for Jesus' proved to be a terrific success with a background canvas of 'Zaccheus jumping to get Jesus' attention and mercy', urging us on. Our Stage 3 students visit to the Wooburn shops to carry out acts of kindness during Mercy Week prompted comments such as: 'What a great thing to do'. 'Thanks you've been such a help' 'It's great to see goodness and care in action'. It was also a terrific learning and giving experience 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.

- In 2016 the school again participated in the Insight SRC School Improvement Survey. During the process staff, parents and students completed surveys on all areas of school life. Feedback was provided through a consulting organisation in order to build productivity and improve school

effectiveness. Areas highlighted were discussed with parents, staff and students and addressed where necessary.

- Requests for feedback are regularly made through the school newsletter.
- Opportunities for feedback are also provided in the Parish School Forum meetings.
- Informal interviews with parents and students allow for issues to be raised and areas addressed and action taken where necessary.
- The Principal conducted individual interviews with each staff member to gauge levels of satisfaction with regards to Principal support, Executive support, parental support and overall satisfaction in all areas of school life. These were used to assist in determining goals and targets for individuals and as well as the Annual Plan.

### **3.0 Teaching and Learning**

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#### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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 continues to work on developing a 21<sup>st</sup> Century pedagogy. This pedagogy underpins learning across the school with a large emphasis on students being actively engaged in learning.

Students and teachers have been active in integrating information communication technologies into their learning. In keeping with our philosophy of providing a flexible learning environment, students use a variety of technology to research and present information. This has been aided significantly with the addition of new technologies such as Chromebooks, netbook computers, tablets, iPads and increased use of google docs to share and initiate ideas, feedback and discussions.

The school focus on Mathematics continued with our journey as an EMU (Extended Mathematical Understanding) school. With the use of individual Maths Assessment Interviews from Kinder to Year 4, individual student knowledge of foundational mathematical concepts around counting, place value, addition and subtraction and division and multiplication was identified, allowing for the design of high quality mathematics programs to meet each student's particular learning needs.

Stage 3 engaged in a unique cultural experience through the Catholic Schools Office and NORPA-Northern Rivers Performing Arts. The experience comprised an in-school NORPA workshop and an excursion to Lismore NORPA for an interactive drama workshop installation. The experience culminated in the students' own creation, direction and presentation of 'Journey to an Unnamed Wonderland'

Our outdoor education program was a great success with students in Stage 3 participating in an inaugural trip to Canberra, where they were engaged in visits to Parliament House, the Australian War Memorial, Questacon and the Institute of Sport, to support History and Geography Units of 'Australia as a Nation' and 'Factors that Shape Places'.

Our Stage 2 students enjoyed a night stay at Dorrroughby Environmental Education Centre where they were engaged in many worthwhile learning opportunities focussing on the Science and Geography concept of 'Sustainable World'.

Our Early Stage1 and Stage 1 students visited Dirawong Reserve in Evans Head and learnt about native animals, plants and habitats and the Bundjalung people as part of their Science and Geography units.

### **3.2 Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 25 students presented for the tests while in Year 5 there were 20 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Joseph's Catholic Primary School, school and student performance is 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 SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Joseph's 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	28.1	37.5	23.7	12.5	19.0	25.0	17.1	16.7	8.9	8.3	3.1	0
Writing	16.6	12.0	37.5	20.0	26.7	44.0	13.1	12.0	4.8	12.0	1.2	0
Spelling	27.4	8.3	27.0	20.8	21.7	29.2	11.5	29.2	9.2	12.5	3.1	0
Grammar and Punctuation	34.6	20.8	18.3	20.8	19.0	20.8	20.2	29.2	4.8	8.3	3.0	0
Numeracy	19.7	20.0	19.0	8.0	22.3	24.0	24.5	28.0	11.4	16.0	3.1	4.0

### 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	15.4	21.1	23.2	31.6	23.7	26.3	18.8	15.8	12.9	5.3	6.0	0.0
Writing	5.2	0.0	13.5	15.0	31.3	50.0	33.7	25.0	11.1	5.0	5.3	5.0
Spelling	15.5	21.1	17.7	26.3	30.4	21.1	21.8	15.8	9.2	5.3	5.4	10.5
Grammar and Punctuation	20.9	26.3	19.9	26.3	23.4	26.3	20.4	10.5	11.4	0.0	4.0	10.5
Numeracy	15.5	15.8	15.0	42.1	26.6	31.6	25.8	5.3	12.9	5.3	4.3	0.0

The results show that students have performed well in 2016. This is largely due to the effectiveness of the school's targeted intervention programs. Additionally, teachers at the school believe that motivation levels have improved through the increased use of interactive technology and individualised learning strategies. Students are more engaged with the lesson content and are willing to practise their new found skills using technology and learning directed to their current level of understanding. The percentage of students achieving minimum standards has followed previous years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Writing and Spelling.



### 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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	8 <sup>th</sup> April 2016	Leadership Team
Catholic World View	26 <sup>th</sup> April 2016	Leadership Team
Australian Curriculum	1 <sup>st</sup> July 2016	Leadership Team
Writing	18 <sup>th</sup> July 2016	Leadership Team

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

Activity	Staff numbers	Presenter
Early Learning Plans	2	Kate Salmon
Personalised Learning Plans	2	Doreen Flanders, Cate Costello
Deepening the Art & Science of Teaching	2	Janelle Wills
K-12 Embedded Formative Assessment	4	Dylan William

The professional learning expenditure has been calculated at \$7297 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Anti-Bullying Policy	No change	School Office
Attendance Policy	No change	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Behaviour Management Policy	Reviewed: upgraded	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Child Protection Policy	No change	School Office
Concerns and Complaints Policy	No change	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Critical Incident Policy	Reviewed: changes made	School Office
Enrolment Policy	No change	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Excursion Policy	Reviewed: Changes made	School Office
Homework Policy	Reviewed: changes made	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Pastoral Care Policy	No change	<a href="http://www.wdbplism.catholic.edu.au">http://www.wdbplism.catholic.edu.au</a>
Student Well Being Policy	No change	School Office



## 4.2 Enrolment Policy

Every new enrolment at St Joseph's Catholic 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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

## 4.3 Pastoral Care Policy/Student Welfare

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.

## 4.4 Discipline Policy

At St Joseph's Catholic Primary School the Discipline Policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. At St Joseph's we have a systematic school behaviour management program that is aimed at creating a welcoming and safe climate for all who share their journey with us. The St Joseph's Catholic Primary School Behaviour Management Policy states that 'all partners in the school need to be aware of their rights and responsibilities and work towards promoting the aims of the school by both their words and actions'.

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

## 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 or from the school's website.

## 5.0 School Determined Improvement Targets

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Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

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### Catholic Identity and Mission

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**School practices will be based on the Foundational Values for Catholic Identity and Mission.**

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- Develop staff knowledge and understanding of the document
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- Participate in Executive Retreat, Staff Retreat and Staff Development Day on the permeation of the document
- Display, discuss and promote Catholic symbols and art centred on Jesus Christ and the Church
- Renew and invigorate the MJR culture of the school community so that all language, decisions and behaviours are consistent with the Gospel values
- Develop staff knowledge and understanding of the document

#### **Organisation and Co Leadership**

**Our Vision Statement will reflect contemporary teaching and learning practices and will be embedded in the life of the school.**

- Explore how children best learn in the 21<sup>st</sup> Century
- Formulate statements on our shared beliefs of how children learn
- Formulate a new contemporary Vision statement involving staff, students, parents and the parish.
- Articulate and promote the Vision statement to all stakeholders.
- Explore opportunities to promote the school in the wider community

#### **Teaching and Learning**

**Rich Curriculum and pedagogy will be designed to engage the contemporary learner.**

- Utilise our flexible learning spaces for collaborative planning and learning
- Enhance the analysis of data and tracking of student growth to ensure students formulate achievable goals and connect to their learning through visible Learning Intentions and Success Criteria
- Implement the whole school focus identified in the Literacy and Numeracy Action Plans

**St Joseph's will be a PLC School based on the foundation of a shared purpose for school improvement.**

- Implement an agreed curriculum through collaborative learning teams
- Review and develop a systematic response to intervention and extension
- Build teacher capacity in collaborative teams by establishing processes to reflect, share and collaborate

#### **Community and Relationships**

**St Joseph's School community is built on strong partnerships that connect and collaborate.**

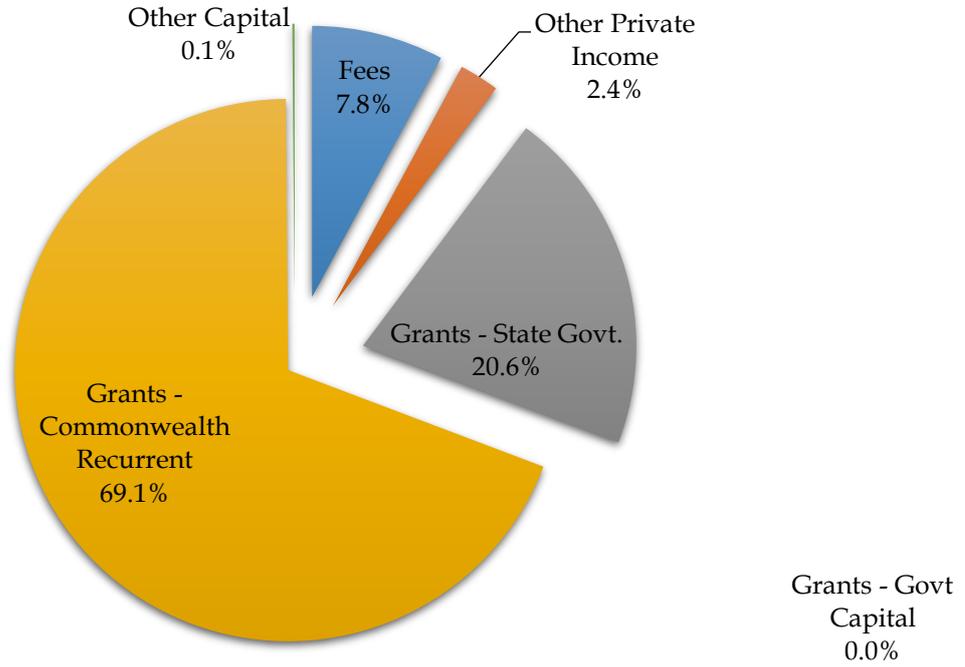
- Review and strengthen the role of class parents
- Facilitate a wide range of activities and functions to include families
- Celebrate student learning and collaborate with parents to create a shared understanding of 21<sup>st</sup> Century Learning

## **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 2016 is presented below:

## 2016 INCOME - St Joseph's Primary School WOODBURN



## 2016 EXPENSE - St Joseph's Primary School WOODBURN

