Annual School Report
2013 School Year

St Joseph’s Catholic Primary School

Tweed Heads
Frances Street
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About This Report

St Joseph’s Primary School, Tweed Heads is registered by the Board of Studies (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 during the year 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 Board of Studies requirements for Registration.

This Report complements and is supplementary to school newsletters, year books and other regular communications. The Report will be available on the school’s website by 30 June 2013 following its submission to the Board of Studies.

The contents of this Report are able to be discussed 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 0755362519 or by visiting the website at www.twdplism.catholic.edu.au

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 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 faith and spiritual growth of the students as well as opportunities 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 2013. 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:

- NAPLAN results were above State average in all areas in both Grades 3 and 5.
- Once again, students from St Joseph’s excelled at the Regional Public Speaking finals winning 2 of the 4 sections and being runners-up in another.
- A number of students participated with great success in the ICAS competitions in Maths (3 distinctions and 1 credit) and English (3 credits).
- Students participated in a number of regional enrichment programs throughout the year including music, science, film making, robotics and art.

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:

- Students participated in community events such as ANZAC Day, Vietnam Veterans Day, Legacy, etc.
- Students and staff were involved in a local community garden initiative outside the school.
- The school won second place in the Banora Point Garden Clubs Schools’ Competition.
- Several students were awarded places in the Les Peterkin Portrait Competition.
- The school choir once again competed in and won the schools’ section at the Murwillumbah Eisteddfod.
- Our Mini-Vinnies group conducted a number of community awareness activities throughout the year including Socktober and Can Day which provided funds and goods for local welfare organisations and Catholic missions.

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

- A total of 10 individual students made various Diocesan teams throughout the year with 2 students going on to represent at Polding level.
- 2 students were selected to participate in the Year 6-8 Diocesan Sport Enrichment Camp held in December, out of a total of 47 participants Diocesan-wide.
- Our Senior Girls Netball team were regional champions and represented the Tweed Zone at the Diocesan Netball Challenge 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 is indeed blessed to have such dedicated and enthusiastic people.

Tony Boyle
Principal
A Parent Message

During 2013 the School Forum again operated as a successful committee which met on a monthly basis throughout the year. The Forum consists of school staff members and parent representatives.

One of the main functions of the Forum is to provide a means of communication between the school administration and parents/carers. The Forum oversaw a number of sub-committees, including Class Parents, Fundraising and the Web/Media committee.

An emphasis was placed on social communication this year. This was effectively carried out by the Class Parent Group who organised a number of social outings. The get-togethers were well attended across the various years and provided a great opportunity for parents to meet other parents.

The school Christmas Carnival was held on 28th November, and the event was enormously successful. The Christmas Ham Raffle was, once again, one of the most popular activities of the night. Each class provided a stall containing activities for the children such as show bags, lucky dips, novelty games and Santa photos.

A number of fundraising activities were carried out during the year, including two school discos, family portraits and the beach-a-thon.

The successful fundraising allowed the Forum to assist in the purchase of science kits for the school. The kits included all of the materials needed to conduct various classroom science activities.

In May, a “Boys in Education” parent information night was held at the school. The night was well-attended and feedback from the meeting was extremely positive.

The Web/Media committee has had an enormously positive impact on the communication between the school and parents/carers. An app was developed which allows the school to message users of the app with any information or notices regarding the school. The app also allows access to all weekly newsletters and provides a calendar of upcoming events. A survey has been undertaken to assess the operation of the app and feedback was overwhelmingly positive.

I would like to say a big thank you to the 2013 Forum Committee members who are not returning in 2014 and to all of the students, parents/carers and staff who have made such a positive contribution throughout the year.

Sharyn Borger
School Forum Executive Member.
This Catholic School

St Joseph’s is located in Tweed Heads and is part of the St Joseph’s Parish which serves the communities of Tweed Heads, Banora Point and Bilambil. School families are drawn from the towns and communities of Tweed Heads, Coolangatta, Tugun, Bilambil, Cobaki, Piggabeen, South and West Tweed.

Last year the school celebrated 95 years of Catholic education.

The Parish Priest Fr Michael Brady is involved in the life of the school and is a regular visitor.

St Joseph’s 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 in many ways.

The parish school uses the mandated Diocesan Religious Education curriculum, Making Jesus Real and the Mini Vinnies Program. Students from Years 5 and 6 are invited to be part of the Mini Vinnies Program. The program is coordinated by Leader of Evangelisation (Cheryl Tilley) and Student Welfare Worker (Allira Eppich). The students meet weekly with Miss Eppich to reflect, pray and identify ways to demonstrate outreach on local, national and international levels.

Outreach at the St Joseph’s Primary this year has been as follows:

- Can Day - Classes have a competition to bring in as many cans of food as possible to help the local charity ‘You Have a Friend’.
- Pyjama Day - Children wear pyjamas to school to highlight the St Vincent de Paul Winter Appeal.
- Assist-a-Student Program - Students support the education of students overseas in disadvantaged countries. In 2013 we raised funds to support 5 students from the Philippines and Indonesia.
- SOCKTOBER: Crazy Sock Day supports the Catholic Mission 2013 project to ‘sock-it-to- hopelessness’ and help overcome poverty in Mongolia.
- Christmas Care Packages for the local homeless.
- Making Jesus Real Posters: A2 size posters are displayed around the school to reinforce the Making Jesus Real Message in our everyday lives.
- Awards to acknowledge students who demonstrate the true spirit of St Joseph’s School. These awards are sponsored by McGraths Real Estate.

School Masses and Liturgies:
St Joseph’s Primary School extends an open invitation to the parish family to attend all Masses and liturgies organised by the school. These celebrations include Mother’s Day Liturgy, Father’s Day Liturgy, Grandparents’ Day Liturgy, Beginning and End of Year Masses, Graduation Mass; frequently the school holds a follow up community BBQ or morning tea to celebrate the occasion.
Children from Years 3-6 celebrate the Sacrament of Reconciliation during Lent and Advent. The whole school participated in praying the Rosary in October.

The Beacon and Catholic Life Magazine:
The parish publication ‘The Beacon’ is a good way to keep the parish and school connected. Stories and photos about what’s been happening in the school are collated by Miss Eppich and then forwarded for publication to the parish office and also to Catholic Life Magazine.
Seasons for Growth Program:
This program runs in Term 3 and reaches out to any students or families experiencing grief or loss.

Parish Sacramental Programs:
The Sacraments of Reconciliation, Confirmation and Eucharist are offered to baptised students from Catholic families. Programs are run throughout the year and are facilitated by teachers, parents and catechists from the parish community. In 2013, before the commencement of the Sacramental programs, a one hour workshop was provided for parents outlining their roles and responsibilities in the Sacramental programs.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates 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 purposes of this parish school are centred on Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

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

St Joseph’s caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL 2013</th>
<th>TOTAL 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
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<tr>
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<td>25</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>13</td>
<td>20</td>
<td>18</td>
<td>161</td>
<td>157</td>
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<tr>
<td>Female</td>
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<td>23</td>
<td>32</td>
<td>24</td>
<td>167</td>
<td>174</td>
</tr>
<tr>
<td><strong>Indigenous</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Indigenous</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>LBOTE (Language background other than English)</td>
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<tr>
<td>LBOTE</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>
School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies 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.

This year’s focus has been on professional learning in Science and English in preparation for the full implementation in 2014 of the new Australian Curriculum. Pedagogical practice and contemporary approaches have been reviewed, developed and adopted to be aligned with the Diocesan Contemporary Framework and AITSL (Australian Institute for Teaching and School Leadership) standards. Teachers have planned learning experiences using the 7E model of Science inquiry. Students have been engaged in rich tasks to demonstrate their acquired knowledge, skills and understandings.

Using the new Board of Studies Program Builder teachers are beginning to become familiar with programming the new English and Science syllabuses.

Based on student data from the Numeracy Continuum, we identified various issues in the KLA of Mathematics and work was undertaken to best facilitate effective mathematics sessions to meet these student needs. Initial work has been in the area of mental computation and automaticity. The school now has a school wide understanding of developing mental computation in students and all classes begin their lessons with a daily number sense routine. Further work in the mathematic area will continue in 2014 with the focus shifting to the new Maths syllabus which will be implemented in 2015.

With a focus on improving student outcomes staff have been working towards an understanding of and competency in planning using the backward design model. The first stage of the model deals with identifying the Big Idea and Guiding Questions which come from the outcome. The aim of following this process is for the students to be able to access the direction of their learning and to identify steps in their own learning. Teachers make this visible and interactive in their classrooms.

Supporting students with additional needs continues to be a strong focus in the school. A full time Additional Needs Teacher is employed to co-ordinate an inclusive style of education for children with a disability. The school is currently in-servicing all staff, ensuring teachers and teacher aides are skilled in curriculum differentiation and understand the disability needs of students in their care. This year 29 students with disabilities were integrated into K – 6 mainstream classes. These students presented with a range of disabilities including a mild or moderate cognitive disability, disorders on the Autistic Spectrum, William’s Syndrome, mental health disorders and language disorders. Ten of these students have multiple disabilities.

To complement the full time Additional Needs Coordinator the school employs seven teachers’ aides trained in working with children with a disability. These aides work with classroom teachers and the Additional Needs Coordinator to support students with disabilities or learning difficulties to access the curriculum.
The Additional Needs Coordinator is responsible for supporting teachers to implement the children’s Individual Education Plans. In addition the coordinator assists with curriculum adjustments when needed, provides resources, teacher and staff support and is able to liaise with other agencies to ensure the child’s needs at school are met. The school fosters a team approach with parents, therapists and teachers setting realistic goals for the child to ensure progress at the individual’s level. These formal learning support meetings are held up to 4 times a year depending on the child’s need to ensure continuity in their learning programs. Parents, teachers and the Additional Needs Coordinator also keep in contact via email and telephone whenever the need arises, allowing all parties to be kept up to date with the child’s learning and current issues.

This year the Additional Needs Coordinator implemented a new approach to dealing with social issues on the playground. A “Passive Playground” was implemented. Our Passive Playground is a positive playground where children are supported in their play, by teacher aides. It is a proactive approach to dealing with behaviours on the playground, with an emphasis on the importance of positive social skills. The aim of the Passive Playground was to provide children with tools and strategies to make choices and take ownership of their behaviour and the way they dealt with issues with peers. This has been very successful allowing children to control their immediate environment.

The Additional Needs Coordinator has also begun afternoon activities in the last session of the day with our Additional Needs children, including cooking, gardening, painting and basic computer skills. We have also begun to utilise the Community garden planting and maintaining crops of strawberries, tomatoes and herbs. Students with disabilities are enjoying this pressure free experience. These activities have allowed them to unwind and participate in learning tasks that relate to their day to day living.

Five students attended the Gold Coast Annual Athletics Championships. This carnival allows children with disabilities to spend a fun day outside doing physical activity whilst also allowing them to compete against peers of the same ability. Our students were placed first in at least one of their races and had an enjoyable day.

The school participated in the More Support for Students with Disabilities (MSSD) project. All teachers that are supporting students with a language disorder worked closely with a speech pathologist to develop their skills in teaching these students.

The school employed a speech pathologist to speak to and inform the parents at the Kindergarten orientation about oral language and the important role it plays in children’s literacy development.

Six Year 1 students were seen to need assistance with fine motor skills and are being given an intensive withdrawal program with an occupational therapist focusing on handwriting. The group will meet for six sessions. During this time classroom teachers and teacher aides will also be shown strategies to use within the classroom setting.
In the morning sessions during Term 4, eight Kindergarten children have been withdrawn to receive additional support in reading, letter sound awareness, sight word knowledge and letter formation. The group is progressing slowly but children are finding an enjoyment with literacy that they didn’t have before. It is anticipated that this group may continue in 2014.

All teachers were released during Term 4 to create an Autism Spectrum Disorder Matrix for each of the ASD children in their classes as set up by Positive Partnerships. These matrices are to be put onto the School Google Drive so that teachers can access them and make adjustments where necessary. They will now be kept up-to-date alongside the child’s IEP.

Wellbeing funds were utilised to employ a psychologist 1 day per week over 35 weeks. This valuable resource allowed parents to access quality information regarding children’s behaviour; in addition, teachers were assisted with ideas to improve classroom behaviour. The psychologist was integral to the support of students with mental health issues such as anxiety and Oppositional Defiant Disorder (ODD). Numerous children and families were supported directly using these funds. Teachers also accessed this support to assist with classroom behaviours and management of particular students.

This year we have also received “Closing the Gap” funding from the Catholic Schools Office. This funding allowed us to create Personalised Learning Plans (PLP) for our Aboriginal and Torres Strait Islander children. This program involves Aboriginal and Torres Strait Islander families, teachers and Aboriginal and Torres Strait Islander education workers in the development of personalised learning strategies for Aboriginal and Torres Strait Islander students. This initiative is also allowing us to make a connection with our local Aboriginal and Torres Strait Islander community.

In 2013 the position of Enrichment teacher was created to develop and coordinate school based projects and liaise with the other Tweed schools in cluster projects. To date this has involved projects to promote student enrichment within the school through workshops in creative writing, IT skills, film-making and visual arts. Staff within our school have provided these workshops. As well, some weeks in the Student Enrichment Teacher time were used to begin a new and updated K-2 School PE program. This is an ongoing project at this stage.

Some children chose to participate in the UNSW ICAS Competition and Assessment exams which were also conducted in this time, and with the Principal’s support, an excursion to the University of Queensland was conducted, to participate in a Robotics workshop. This was offered to the other cluster schools as well and 4 children attended from each of our 5 primary schools. The follow up from this will involve the purchase and implementation of a Robotics Program for St Josephs in 2014.

The film making workshop also submitted a short film to the “Northcoast Pitch Short Film Competition” and won 1st place. The school will make great use of the prize which is a “Canon 70D DSLR package”.
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, 50 students presented for the tests while in Year 5 there were 48 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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 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

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>27.9</td>
</tr>
<tr>
<td>Writing</td>
<td>17.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>25.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>30.7</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.3</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>12.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.0</td>
</tr>
</tbody>
</table>
## Year 5 NAPLAN results in Literacy and Numeracy

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Results in Literacy and Numeracy</th>
<th>Percentage of students in bands 3 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAND</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>State School</td>
<td>15.3</td>
</tr>
<tr>
<td>State School</td>
<td>7.8</td>
</tr>
<tr>
<td>State School</td>
<td>13.2</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>19.0</td>
</tr>
<tr>
<td>Number, Patterns and Algebra</td>
<td>15.8</td>
</tr>
<tr>
<td>Measurement, Data, Space and Geometry</td>
<td>13.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14.8</td>
</tr>
</tbody>
</table>

As can be seen from the table the percentage of students in the top three bands in both Literacy and Numeracy in Year 3 and Year 5 is very pleasing. Overall, all aspects were above the State and Diocesan means, except for Year 5 Numeracy, which was below the State but above the Diocesan mean. The mean for Year 3 in Reading was significantly higher than the State, as was the mean for Year 5 in Grammar and Punctuation. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy, such as Springboards for developing comprehension skills and the implementation of an effective Mathematics session. A priority will be to move the large percentage of students clustering in the middle bands into the higher bands. NAPLAN results will be further analysed, as a school and within Professional Learning Teams, to inform and guide the direction for future improvements and to promote student growth, particularly in the areas of critical and creative thinking, mathematical literacy and responding to and composing texts.
Teacher Standards and Professional Learning

<table>
<thead>
<tr>
<th>Teacher Qualifications / Staff Profile</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>23</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
<tr>
<td>4. Teachers with recognised qualifications to teach Religious Education.</td>
<td>22</td>
</tr>
<tr>
<td>5. Number of staff identifying as indigenous employed at the school.</td>
<td>1</td>
</tr>
<tr>
<td>6. Total number of non-teaching staff employed in the school.</td>
<td>10</td>
</tr>
</tbody>
</table>

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2013 were:

<table>
<thead>
<tr>
<th>Staff Development Days</th>
<th>Term</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Reflection Day</td>
<td>1</td>
<td>School Exec.</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>2</td>
<td>LOP/LOC/Prin.</td>
</tr>
<tr>
<td>Proclaim</td>
<td>2</td>
<td>CSO</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>3</td>
<td>LOP/LOC/Prin.</td>
</tr>
<tr>
<td>Australian Curriculum / Program Builder</td>
<td>4</td>
<td>LOP/LOC/Prin.</td>
</tr>
</tbody>
</table>

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

- Science and Technology workshops
- Primary Faith Leadership
- John Hattie workshop
- Numeracy Continuum
- Best Start workshop
- Handwriting for Autism
- Peer to Peer workshop
- NAPLAN Data Analysis
- Special Education workshops

The professional learning expenditure has been calculated at $6,970 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

**Teacher Attendance and Retention**

The average teacher attendance figure is 96.29%. This figure is provided to the school by the CSO.

This year saw the first flexible work agreement negotiated with two staff members returning from maternity leave.

One teacher took Fridays in Term 4 as Long Service leave.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 their leave request.

The average student attendance rate for the school during 2013 was 93.6% School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.1%</td>
<td>93.5%</td>
<td>94.2%</td>
<td>91.3%</td>
<td>95.7%</td>
<td>92.9%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>
School Policies

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

Flexible Working Arrangements  
Anti Bullying Policy and Procedures  
Overnight Excursions Policy and Procedures  
Fire Drill- Evacuation Policy  
Lock Down Policy  
Homework Policy  
Staff, Parental or Guardian Grievance Policy  
Pastoral Care Policy

Enrolment Policy

Every new enrolment at St Joseph’s 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 31 July 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.

Student Welfare Policy, Pastoral Care Policy

The School’s Pastoral Care 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 programs include 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.
Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect, the dignity, rights and fundamental freedoms of individual students. Emphasis is placed on the children taking responsibility for their own actions and addressing them accordingly. The policy is discussed with students, staff and parents on a regular basis.

Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others.

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.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2013 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:

- explore and develop online monitoring of student progress;
- promote quality teaching by using varied motivational strategies;
- promote best practice for improving spelling results;
- focus on explicit teaching of reading skills for improved comprehension;
- promote integration of ICT and interactive whiteboards as an effective means of teaching literacy across all KLAs;
- improve critical literacy by developing programs that include Multiple Intelligences and Bloom’s Taxonomy thus catering for the different styles of learning through progressive pedagogy;
- provide the children with opportunities to use a wide variety of genre-based texts at school and at home;
- promote the need for children to read for leisure at home;
- implement the Best Start Program in Kindergarten and develop Early Learning Plans for students in Stage 1;
- trial Maths investigations using inquiry learning;
- better utilise diagnostic, formative and summative (for, as, of learning) assessment to inform teaching;
- develop and implement consistent and effective numeracy teaching strategies;
- implement a Numeracy Program to assist Yrs 5 - 6. E.g. QuickSmart;
- integrate the Working Mathematically strand and a problem solving approach into all Maths lessons.
Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- The school focuses on Making Jesus Real (MJR) with daily reminders through modelling and posters.
- Students are encouraged to be W.E.S.T. people – Welcoming, Encouraging, saying Sorry, Treat people well by being a positive and thankful person.
- The Examen is prayed daily across the school to focus our attention on how God blesses us, our treatment of others and on the grace we need to be better people.
- Children write AMDG (All My Deeds for God) every day in their books to remind them to think about God and to do their best as an offering.
- Every month children are chosen for positive actions or service in the classroom or the playground and receive School Spirit Awards.
- The Mini Vinnies group meets weekly to plan, and organise activities to highlight awareness of the needy – locally, nationally and internationally.
- The ‘Good Shepherd Prayer Garden’ was established to provide a peaceful quiet place within the school playground for prayer and quiet time.
- At School Assemblies every Thursday particular behaviours are highlighted and reinforced.

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:

- Parent teacher meetings were brought forward to Term 1 as a way of informing parents about their child’s performance earlier in the semester. Parents, teachers and students formed plans to assist the child’s learning.
- A survey was sent to all parents on the subject of communicating with the school, resulting in the school obtaining a ‘Skoolbag App’. This App allows parents to receive the newsletter, notifications and reminders about school events and specific emails about class events. It also enables the parents to send absent notes via the app. This survey showed that the parents were highly satisfied with the introduction of this new communication device. The school thanks parents for their suggestions for further uses for the app; these will be reviewed to see if the app has the capacity to do the things that have been suggested.
Who in your family has the new St Joseph's App?

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Mother</td>
<td>76</td>
<td>71%</td>
</tr>
<tr>
<td>Father</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>Grandparents</td>
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<td>2%</td>
</tr>
<tr>
<td>Student</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
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<td>0%</td>
</tr>
</tbody>
</table>

Do you find the new school app an effective line of communication?

- Very effective: 63 (80%)
- Effective: 14 (18%)
- Satisfactory: 2 (3%)
- Not Effective: 0 (0%)

Do you find the new school app easy to use?

- Extremely easy: 66 (84%)
- Satisfactory: 13 (16%)
- Difficult: 0 (0%)

Are you happy with the frequency of the alerts?

- Just right: 75 (95%)
- Too many: 4 (5%)
- Not enough: 0 (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 2013 is presented below: