

# Annual School Report 2016 School Year

St Joseph's Catholic Primary School



South Murwillumbah

3 Greville Street  
PO Box 5003  
South Murwillumbah NSW 2484  
Phone: 0266721867  
[www.smurplism.catholic.edu.au](http://www.smurplism.catholic.edu.au)

## About this report

St Joseph's 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 0266721867 or by visiting the website at [www.smurplism.catholic.edu.au](http://www.smurplism.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 was successful in receiving a grant to resource and implement a STEM learning program for all students (K-6). The program incorporates robotics, coding and problem solving integrated throughout various key learning areas.
- Students performed well on the Year 6 Religious Education test where one student received a High Distinction, 10 received Distinction and 11 received Credit certificates. This was a great result from a cohort of 24 students.
- NAPLAN results showed impressive growth from Year 3 to Year 5 in both Literacy and Numeracy. .
- Students in Year 5 participating in the QuickSmart intervention Literacy and Numeracy programs achieved outstanding growth rates.
- The school participated at High Distinction, Distinction and Credit levels in the International Competitions and Assessments for Schools (ICAS) - Science, Mathematics, Spelling, Writing and Digital Technologies.
- All students in the school prepare and present a speech in our Public Speaking Competition where two school representatives from each Stage are selected to compete at the Tweed Regional Catholic Schools Public Speaking Competition.
- Our Drama students very successfully presented a pantomime at the Council Civic Centre for the school and local community.

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 participated in the Murwillumbah Anzac Day march and attended the service.
- All classes performed successfully in the Murwillumbah Festival of Performing Arts in choral speaking. Our band and choir also competed successfully winning their sections.
- The school participated in the Murwillumbah Banana Festival Street Parade, Window Display Competition and Schools Relay Race at the showground.
- The Band and Choir performed at the parish St Patrick's Day concert.
- The Garden Club participated in the opening of the refurbishments at the Murwillumbah Town Library. They also participated in the Compost Competition run by the Town Council.
- Students from Year 5 were inducted into our Mini Vinnies group at a Thursday morning Parish Mass. This group held fundraisers for local, Australian and overseas charities.



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

- Cross Country – 48 students represented the school at the Zone Cross Country Carnival; students represented the Tweed Zone at the Diocesan Cross Country Trials; 1 student represented at the Diocesan and Polding levels in Cross Country.
- Athletics – 46 students represented the school at the Zone Athletics Carnival; 6 students represented the Tweed Zone at the Diocesan Athletics Trials; 3 student represented at the Diocesan level and 2 students went on to Polding level.
- Swimming - 30 students represented the school at the Zone Swimming Carnival; 7 students represented the Tweed Zone at the Diocesan Swimming Trials; 1 student represented the Diocese at the Polding Swimming Trials.
- Tennis – 2 students represented the school at the Zone Tennis trials; 1 student went on to represent the Diocese at the Polding Tennis Trials.
- AFL – 2 students represented the Diocese at the Polding Trials; 1 student went on to make the Polding team and the NSWPSA squads. He was also selected for the Junior Gold Coast Suns Development Squad.

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 Catholic Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Jason Clarke  
Principal

## 1.2 A Parent Message

The official parent body is the Parish School Forum which consists of school leaders and parent representatives who meet monthly. The Forum's role is 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

The St Joseph's School Forum once again played an active role in the life of the school throughout 2016. The school Forum meets twice a term with all meetings being well structured and well attended boasting an attendance of at least 10% of our families being represented at each meeting.

We were actively involved in many community events and supported the school through major fundraising events such as the Annual Welcome Disco, Banana Festival, Mother's Day Cooking Competition, Bunnings Sausage Sizzle, Zone Cross Country Canteen Convening, Open Air Movie Night and the Parish Christmas Carnival. These fundraisers assisted us in purchasing teacher resources to support the teaching and learning needs of the school. Resources purchased will particularly help the school in the areas of technology integration, literacy, music and physical education. This fundraising also enabled the whole school to enjoy an end of year fun day to celebrate the successes and achievements of the year.

The parent group actively participated in the school's wellbeing focus and were provided with numerous opportunities to participate in all aspects of school life. The active role of the School Forum reflects the positive parent/staff relationships that exist within our school.

Rebecca O'Keefe



Chairperson,  
St Joseph's School Forum.

## **2.0 This Catholic School**

---

### **2.1 The School Community**

St Joseph's Catholic Primary School is located in South Murwillumbah and is part of the Murwillumbah Sacred Heart Parish which serves the communities of Murwillumbah, South Murwillumbah, Burringbar and Uki. School families are drawn from the towns and communities of Murwillumbah, Uki, Pottsville, Cabarita, Banora Point, Condong, Tumbulgum, Burringbar and surrounding areas.

Last year the school celebrated 47 years of Catholic education.

The parish priest Fr Anthony Lemon is involved in the life of the school, visiting and leading reflection sessions and liturgical celebrations regularly throughout the year.

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 activities such as:

- All classes were involved in planning, attending and participating in weekly parish Masses and Reconciliation.
- Staff delivered Sacramental units to classes, organised and participated in Sacramental retreat days and participated in the Sacramental life of the church.
- Student and staff were involved in parish concerts and functions.
- Staff organised and ran the BBQ stall at the annual Parish Christmas Carnival. Students also participated in the Parish Tableau presentation.
- The school supported parish initiatives, activities and publications through the school newsletter.
- The school worked collaboratively with the other parish schools to organise and participate in combined spiritual formation activities for both students and staff.

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>	13	7	12	12	13	16	12	85	85
<b>Female</b>	7	8	12	4	11	12	12	66	66
<b>Indigenous</b> <i>count included in first two rows</i>	0	0	1	0	1	0	1	3	3
<b>EALD (Language background other than English)</b> <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

### 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 and rolls are checked each week by the 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.

	Kindergart en	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	94.5	91.7	95.1	94.3	94.6	95.5	94.3	94.5

### 2.4 Teacher Standards and Professional Learning

<b>Teacher Qualifications / Staff Profile</b>		<b>Number of Teachers</b>
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	16
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	3
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant	0



	knowledge.	
4.	Teachers with recognised qualifications to teach Religious Education.	12
5.	Number of staff identifying as Indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	9

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. 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 2016 we continued to develop and further embed our Well-being and Behaviour Management Policy and Procedures which fosters the values of respect and responsibility. The model we use within our school is based on the key behaviours of Getting Along, Confidence, Organisation, Persistence and Resilience. Students are encouraged at all times to consider their thoughts, attitudes and actions and the implications that they have for others in their presence and/or community. The students are taught that they are responsible for their own behaviour and actions and that all they do will have an impact on someone else. In essence we try to "Do unto others as we would have done unto us". We respect the dignity of the human person and keep this foremost in our consciousness when dealing with others. In further developing this model the staff were also trained in the Positive Behaviour Schools policy and procedures with the plan to further embed these practices throughout the school in 2017.
- We constantly encourage students to be responsible and to become involved in initiatives showing respect and responsibility to our fellow community members through School Leadership, membership on the Student Representative Council; through belonging to Mini Vinnies and the Gardening Group as well as through various other spontaneous and short term programs, designed to preserve the common good within our own and the broader community.
- 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.

## 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 participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- Parent Forum meeting agendas provide an opportunity for parents to be informed, to question and to provide feedback to the principal.



- The Diocese of Lismore School Improvement Survey (DOLSIS) was undertaken by students, parents and staff to provide analysis of school climate and culture to assist in future strategic planning.

### **3.0 Teaching and Learning**

---

#### **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.

St Joseph's Primary School continues to provide a contemporary 21st century approach to teaching and learning. This pedagogy underpins all learning from Kindergarten to Year 6. All classes have interactive learning environments, incorporating interactive Whiteboards, iPads and mobile laptop laboratories.

St Joseph's School values the well-being of its students and all students are immersed in a culture that promotes Getting Along with others, Confidence, Persistence, Organisation and Emotional Resilience. The school's well-being program is embedded within learning environment thereby promoting a culture of support for all students.

St Joseph's School offers an excellent Mathematics and English curriculum with a range of programs implemented to support and enhance student learning at all levels. Teachers have engaged in extensive professional development to enhance the delivery of the Australian Curriculum.

Students participate in extension and enrichment opportunities through a carefully individualised differentiated curriculum, designed to invigorate and inspire an intrinsic motivation to learn. Learning units are designed in an integrated manner to allow students to connect the learning outcomes from the various Key Learning Areas.

St Joseph's School promotes a healthy and active lifestyle through a range of opportunities and activities at class, school and representative level. Students receive specialised instruction in music, physical education and STEM education with instrumental music, coding club and speech, drama and art programs also offered.

#### **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, 16 students presented for the tests while in Year 5 there were 28 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, 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	State	School	State	School	State	School	State	School	State	School
Reading	28.1	46.7	23.7	20.0	19.0	6.7	17.1	13.3	8.9	13.3	3.1	0.0
Writing	16.6	6.7	37.5	46.7	26.7	31.3	13.1	26.7	4.8	6.7	1.2	0.0
Spelling	27.4	33.3	27.0	20.0	21.7	13.3	11.5	13.3	9.2	20.0	3.1	0.0
Grammar and Punctuation	34.6	53.3	18.3	6.7	19.0	6.7	20.2	26.7	4.8	6.7	3.0	0.0
Numeracy	19.7	26.7	19.0	26.7	22.3	13.3	24.5	33.3	11.4	0.0	3.1	0.0

**Year 5 NAPLAN Results in Literacy and Numeracy  
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.4	29.6	23.2	14.8	23.7	25.9	18.8	18.5	12.9	11.1	6.0	0.0
Writing	5.2	7.4	13.5	11.1	31.3	29.6	33.7	37.0	11.1	14.8	5.3	0.0
Spelling	15.5	14.8	17.7	11.1	30.4	29.6	21.8	29.6	9.2	14.8	5.4	0.0
Grammar and Punctuation	20.9	25.9	19.9	18.5	23.4	22.2	20.4	18.5	11.4	7.4	4.0	7.4
Numeracy	15.5	11.1	15.0	11.1	26.6	29.6	25.8	40.7	12.9	7.4	4.3	0.0

The results show that students have performed well in 2016. This is largely due to a number of initiatives 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, professional development direction and strategic planning particularly in the areas of Writing and Numeracy. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last two years.

### 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
Positive Behaviour Schools	11 <sup>th</sup> March, 2016	PBS Diocesan Coordinator
Staff Spirituality Formation	8 <sup>th</sup> April, 2016	School Executive
Australian Curriculum - Geography	10 <sup>th</sup> June, 2016	Catholic Schools Office, Leaders of Pedagogy and Curriculum
Catholic World View Permeation	1 <sup>st</sup> July, 2016	Leader of Pedagogy, Leader of Curriculum and Catechesis
School Review and Improvement	8 <sup>th</sup> August 2016	School Executive

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

Activity	Staff numbers	Presenter
Literacy - Seven Steps to Writing	3	Seven Steps to Writing Success
Mathematics – Anita Chin online modules	All teaching staff	Anita Chin
Teaching Program Quality Assurance	6	Catholic Schools Office
Faith leadership and reflection training	4	Catholic Schools Office
Formative Assessment	4	Dylan William
Response to Intervention	4	CSO consultant and School Executive
Australian Curriculum – Geography and History	8	Catholic Schools Office
Australian Curriculum - English	8	Catholic Schools Office

The professional learning expenditure has been calculated at \$7509 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:
Child Protection	No change	<a href="http://www.smurplism.catholic.edu.au">www.smurplism.catholic.edu.au</a>
Emergency Evacuation	Reviewed, updated	<a href="http://www.smurplism.catholic.edu.au">www.smurplism.catholic.edu.au</a>
Lockdown	Reviewed, updated	<a href="http://www.smurplism.catholic.edu.au">www.smurplism.catholic.edu.au</a>
WH&S	Reviewed	<a href="http://www.smurplism.catholic.edu.au">www.smurplism.catholic.edu.au</a>



Enrolment	No change	www.smurplism.catholic.edu.au
School Attendance	Reviewed	www.smurplism.catholic.edu.au
Curriculum	Reviewed	www.smurplism.catholic.edu.au
Whole School Spelling	Reviewed	www.smurplism.catholic.edu.au
Science	No change	www.smurplism.catholic.edu.au
Assessment, Reporting and Whole School Data Tracking	No change	www.smurplism.catholic.edu.au
Well being	Reviewed - continuing	www.smurplism.catholic.edu.au
Pastoral Care	Reviewed - continuing	www.smurplism.catholic.edu.au
Grievance	No change	www.smurplism.catholic.edu.au
Discipline/Behaviour Management	Reviewing	www.smurplism.catholic.edu.au
Additional Needs	Reviewed	www.smurplism.catholic.edu.au
Response to Intervention	Established and implemented	www.smurplism.catholic.edu.au
Counselling	No change	www.smurplism.catholic.edu.au
Asthma	No change	www.smurplism.catholic.edu.au
Medication	No change	www.smurplism.catholic.edu.au
Communicable Diseases	No change	www.smurplism.catholic.edu.au
Sun Safety	No change	www.smurplism.catholic.edu.au
Head Lice	No change	www.smurplism.catholic.edu.au
External Tutors	No change	www.smurplism.catholic.edu.au
Homework	No change	www.smurplism.catholic.edu.au
Uniform	Reviewed – uniform changes made	www.smurplism.catholic.edu.au
Canteen	No change	www.smurplism.catholic.edu.au
Site Maintenance	Reviewed	www.smurplism.catholic.edu.au
Excursions and camps	No change	www.smurplism.catholic.edu.au

#### 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 St Joseph's School Well-being Framework encourages the key foundations of Organisation, Persistence, Getting Along, Confidence and Emotional Resilience. The framework reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect.

St Joseph's School adopts a whole-school approach to well-being that includes parents, staff, students and community members. The school Behaviour Management policy and procedures are very clear and provide an excellent framework to support positive behaviours, relationships and interactions within the school.



The school's Well-being Program has been developed in consultation with staff, parents and students. The well-being of students is closely monitored by all staff and is facilitated by the work of the School Well-being Coordinator, School Chaplain and Student Welfare Officer.

#### 4.4 Discipline Policy

The principles of restorative justice are embedded in the St Joseph's School Behaviour Management policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships and learning and growing from experience. The policy is regularly communicated to all members of the school community. 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 of self and others. A key focus of the Behaviour Management policy and procedures is clear and open communication between the home and school.

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

#### 4.5 Complaints and Grievance Policy

Authentic school improvement is achieved through open communication and respect for the opinions and concerns of all stakeholders within the school community. All complaints and grievances are accepted and considered as a means of improving school practices and culture. 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

---

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:

---

##### **Catholic Identity and Mission**

Provide student discipleship opportunities to enhance and celebrate the Catholic Faith within our everyday practice and experience.

Unpack, explore and discuss The Foundational Values of Catholic Identity and Mission with staff.

---

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

Ensure whole staff collaborative practices are maintained in establishing school belief statements and strategic planning (ownership and collegial commitment to school improvement).

Ensure opportunities for whole staff engagement in the development of strategic planning and school improvement agendas are timelined, upheld and respected.

Collaborate effectively to develop clear, organised directions and timeline during the SRI process (the Leadership team).

---

##### **Teaching and Learning**

Develop teacher capacity, pedagogy and student improvement in Mathematics.

Analyse and reflect upon student assessment data within PLT discussions to formulate agreed differentiation and intervention strategies.

Develop teacher capacity, pedagogy and student improvement in English.

---

##### **Community and Relationships**

Engage all stakeholders within the school and parish community in the gathering of data and evidence to develop strategic direction for future school improvement.

Ensure all stakeholders, students, parents/carers, staff, Parish Priest and parishioners are engaged during the SRI process.

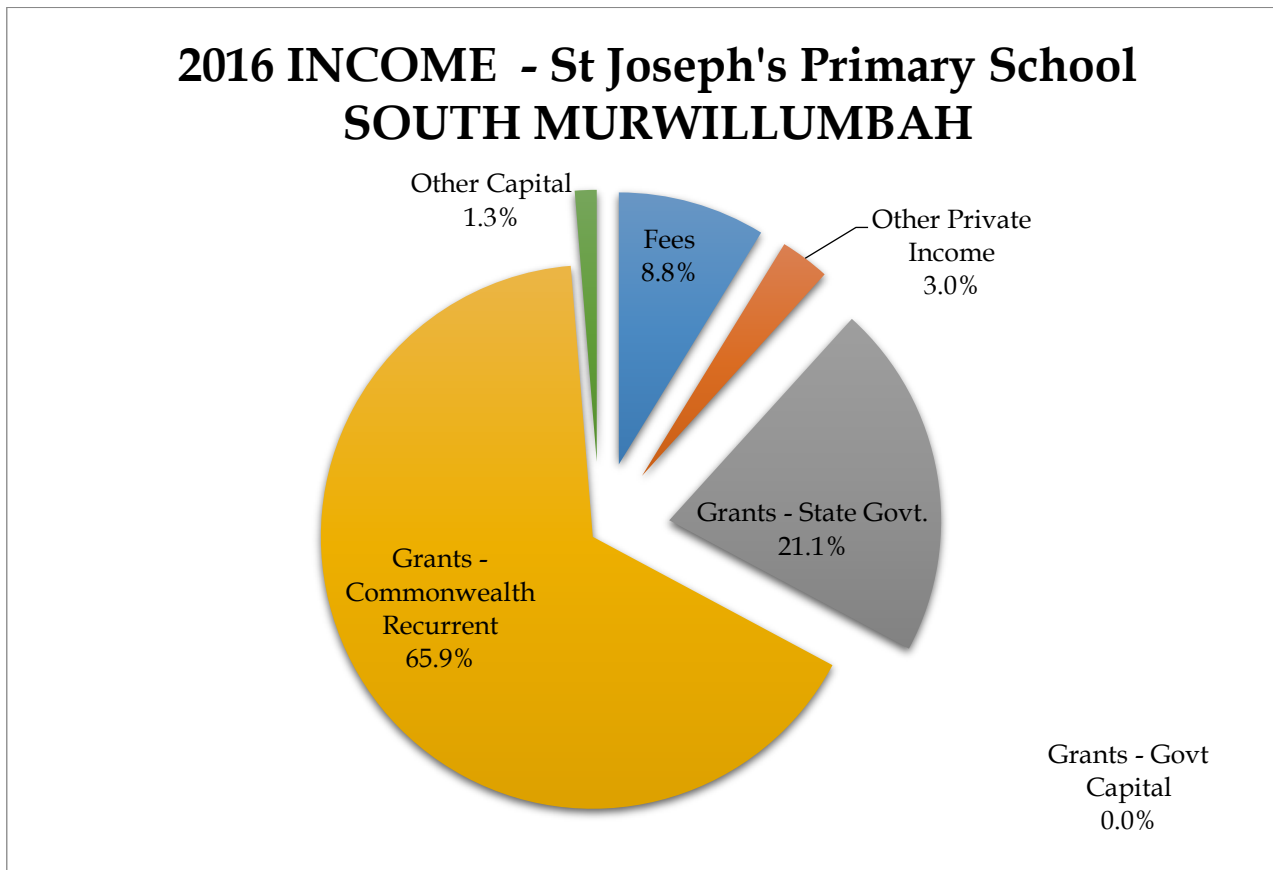
Reflect upon and analyse all feedback and data attained through evidence gathering procedures.

---

## 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 EXPENSE - St Joseph's Primary School SOUTH MURWILLUMBAH

