

# Annual School Report

## 2018 School Year

### St Joseph's Primary School, Maclean



Learning Begins With Me...Head, Heart and Hands

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Maclean NSW 2463

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[www.maclplism.catholic.edu.au](http://www.maclplism.catholic.edu.au)

## About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6645 2340 or by visiting the website at [www.maclplism.catholic.edu.au](http://www.maclplism.catholic.edu.au).



## **1.0 Messages**

### **1.1 Principal's Message**

The primary purpose of St Joseph's Primary School, Maclean is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Primary School, Maclean 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School, Maclean has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Received 22 Highly Commended Awards in the Maclean RSL Anzac Writing Competition and two Senior students received 2nd and 3rd Prize in the Middle School Section (Year 5 - 8).
- Implemented the MacqLit and the EMU (Extending Mathematical Understanding) Programs and had 28 students from Year 1 to Year 5 successfully exit the programs improving their reading and mathematical skills.
- Participated in the Far North Coast 'Tournament of the Minds' Competition, with our Senior Team (Year 3-6) competing successfully.
- Scored well above average in the Year 6 NSW Catholic Schools Religious Education Test. Of the 7 students who sat the exam we had four children receive credits, 2 children receive Distinctions and 1 child receive a High Distinction.
- Participated in a number of International Competitions and Assessments for Schools with 7 students performing and receiving awards for their results.

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 2018 the school:

- Organised NAIDOC Week celebrations where our students were involved in cultural, art and music activities celebrating Indigenous culture with the local Elders.
- Held Anzac and Remembrance Day celebrations and liturgies.
- Hosted the Maclean Carols by Candlelight in conjunction with Rotary, which resulted in over 500 local community members attending the night.
- Provided enrichment opportunities in the Arts and gained first place in the Eisteddfod Small School Vocal Group, second in the Infants Choir and second in the Junior Primary Choir.
- Achieved excellent Individual results in the Lower Clarence Music Eisteddfod including a number of 1st, 2nd and 3rd places.
- Ensured whole school participation in the Premier's Reading Challenge.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- Two Senior students were selected for Diocesan representation at Polding level.
- Four students were selected to compete at the Lismore Diocesan Cross Country Carnival.



- St Joseph's Rugby League team were selected to represent the Lower Clarence Schools in the Greg Inglis 7's Rugby League Regional Knockout held in Coffs Harbour.
- Stage Two and Stage Three students participated in the Clarence Valley Primary Schools Touch Gala Day, with St Joseph's being awarded the winning school on the day.
- St Joseph's Netball team winning the Clarence Valley Netball Gala Day and progressing to the NSW Netball State Cup Regional Finals held in Casino.

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, Maclean is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Dale Layland  
Principal

## 1.2 A Parent Message

The official parent body of the school is the Parent Forum where parents fulfil the executive roles of Chairperson, Secretary and Treasurer and four other parents also act as representatives on the Forum. The Parent Forum meet every term and our Principal also attends each meeting. Every year parents are invited to indicate areas that may be of interest to them within the many facets of school life including: Education, Pastoral Care, Library, Fundraising, Religious Education and Sacraments, Art, Music, Sport, Landscaping and Canteen.

The Forum's role is to:

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

In 2018 the Forum met 4 times and discussed and participated in a range of issues and events including:

- Mother's Day High Tea.
- Mother's Day Stall.
- The Bishop's Playground Blessing and Community morning tea honouring Yuki Sheehan's bequest.
- Father's Day Build a Burger.
- Easter Raffle.
- Canteen Online Ordering launch.
- Grand Parent's Day.
- Parent Assembly Weekend in Coffs Harbour.
- Insight SRC Survey review.
- Book Week.
- Farmer's Fundraiser.
- School silent disco.
- Anxiety Workshop facilitated by Danny Rankin, in conjunction with Parent Assembly.
- Participation in Professional Learning pilot program, focusing on Parent Partnerships and Parent understanding of Students Learning in Mathematics. Christmas Concert Dinner.
- Promotion of the school in the community by hosting the Community Christmas Carols.



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

Louise Eckersley  
Chairperson  
Parish School Forum

## **2.0 This Catholic School**

### **2.1 The School Community**

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

Last year the school celebrated 119 years of Catholic education.

The parish priest Fr Nicolas Maurice is involved in the life of the school.

St Joseph's Primary School, Maclean is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Participation of 18 students in sacramental programs.
- Involvement in family and student retreats.
- Attendance & participation in School Parish Masses and liturgies.
- Participation by students in a number of "Student Proclaim" programs initiated by the Lismore Diocese, including Exuro.

Several events were also held and led by the Student Representative Council and the School Chaplain to raise awareness of service to others in need within our local & global community including:

- Pancake Day & Cake stalls to raise money for Caritas and Catholic Missions.
- Facilitation of the Winter Clothing Appeal in conjunction with St Vincent's de Paul.
- School sleep-out for students to raise awareness of the issues around homelessness.
- Soup & Pyjama Days to raise money for the purchase of blankets to be donated to local families in need.
- Support for Parish initiatives such as the St Vincent's de Paul's Christmas Hamper Drive.

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 Primary School, Maclean caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
<b>Male</b>	2	14	12	6	6	9	4	53	42
<b>Female</b>	8	2	6	6	8	8	3	41	37
<b>Indigenous</b> <i>count included in first two rows</i>	1	1	3	0	1	3	1	10	
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	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 or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	92.1%	93.8%	92.0%	94.2%	93.4%	90.5%	94.1%	92.9%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	9
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	9
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	9

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.01%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

## 2.6 Initiatives Promoting Respect and Responsibility

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

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

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



## **2.7 Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Our staff, families and Stage 2 and 3 students completed the Diocese of Lismore School Improvement Surveys (DOLSIS). These survey results greatly impacted on the decisions made in 2018. The information gathered through these surveys was used to clarify our Whole School Vision & Framework for 2018-2020. Parents and staff were given opportunities to unpack some of the data and analysis from the survey results. Further plans and preparations were also put in place for the start of the 2019 school year so as to continue to achieve those aspects of the Framework that applied specifically to 2019.
- The school Parent Forum is a parent body that meets each term to discuss areas of interest with the parent community. A significant function of this group is collaboratively seeking ways to build 'Parent Voice' & 'Parent Community' in the life of the school; however, these meetings also allow a significant amount of time for discussing school matters with parent stakeholders.
- Student representatives from Year 2 to Year 6 are selected to form a SRC (Student Representative Council). These students meet fortnightly with the School Principal & School Chaplain to ensure 'Student Voice' is regularly consulted in not only the direction of the school by the day-day operations.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- The School implemented Extending Mathematical Understanding (EMU) with students in Year One this year, which had a positive impact on influencing the teaching of Mathematics. Mathematics Assessment Interviews (MAIs) were completed with all students K-6 at the beginning of the 2018 school year. An intervention program was also implemented in the school, focusing to support students in Year 3 & Year 5 who had been identified as being 'at risk'. These students worked in small groups each day on activities that develop strategies in counting, place value, addition, subtraction, multiplication and division. An additional classroom teacher received Specialist Teacher training in 2018.
- In 2018 Professional Learning Teams continued to operate at St Joseph's with the sole purpose of enhancing the learning sequences for our students. The staff of St Joseph's worked collaboratively in order to track student progression through the outcomes and identify students who are in need of curriculum adjustments. During 2018 there was a particular focus in these learning teams on establishing a consistent approach to the 'Writing Process' to ensure that not only were all students being exposed to similar skills in writing but that the pedagogies used to engage and provide feedback to the learner were consistent in all classrooms.
- To encourage and ensure the school was giving students enrichment opportunities, a 'Tournament of the Minds' Club was formed and run weekly at lunchtimes as well as 'Genius Hour' occurring for Senior students in Semester 1.
- To support the continual development and skills around 21st Century Learning & Digital Technologies, all students from Year 3 to Year 6 received their own individual Chromebook. By providing one-one devices in these learning spaces ensured students were equipped and





exposed to a number of digital mediums including: Green Screens, Animation, Graphic design, Video Editing and Web building. iPads were utilised in the Infants Classrooms with a ratio of 1:2.

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

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

- Local Creative Arts performances and competitions (i.e. Maclean Show & Lower Clarence Music Eisteddfod).
- All local sporting gala days including; Netball, Cricket, Touch, Rugby League.
- Local community Christmas events.
- Fundraising events and support of local charities (i.e. Relay for Life, St Vincent de Paul, Warm Touch 2460)

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

#### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 12 students presented for the tests while in Year 5 there were 16 students.

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

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, Maclean, 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 Data Analysis workshops.

The following data indicates the percentage of St Joseph's Primary School, Maclean 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
<b>Reading</b>	27.7	16.7	24.7	50	20.2	8.3	12.8	8.3	7.2	0.0	3.8	16.7
<b>Writing</b>	10.9	8.3	36.0	8.3	24.3	25	18.4	58.3	5.4	0.0	2.8	0.0
<b>Spelling</b>	25.8	0.0	25.0	33.3	21.0	25	13.7	16.67	8.0	8.33	4.4	16.7
<b>Grammar and Punctuation</b>	30.9	16.7	16.8	25	23.2	0.0	12.5	41.67	8.2	8.3	4.2	8.3
<b>Numeracy</b>	17.8	16.7	25.7	33.3	26.5	50	16.6	0.0	10.1	0.0	2.1	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
<b>Reading</b>	17.4	0.0	20.9	18.75	23.8	37.5	19.6	25	11.2	12.5	4.5	6.7
<b>Writing</b>	4.6	0.0	11.5	0.0	27.2	37.5	35.9	37.5	11.5	18.75	7.0	6.7
<b>Spelling</b>	14.6	0.0	22.7	6.7	31.1	37.5	17.7	18.75	9.3	31.25	3.6	6.7
<b>Grammar and Punctuation</b>	18.1	6.7	18.1	6.7	29.1	31.25	16.2	37.5	11.0	12.5	4.9	6.7
<b>Numeracy</b>	12.5	6.7	19.7	6.7	25.9	43.75	26.3	25	12.1	18.75	2.6	0.0

The percentage of students achieving minimum standards has improved on previous years' achievements and is indicative of the focus placed on individualised student learning programs and the intervention strategies adopted by the school in our Infants Classrooms. The results show that students have performed well in 2018. NAPLAN results will be further analysed to inform and guide future improvements in Writing, which will become part of the school's 2019 Annual School Plan. Targeted intervention will continue to support students achieving minimum standards in Reading and Numeracy. This will consist of in-class and small group support using Macquarie Lit and Extending

Mathematical Understanding (EMU) interventions respectively. A focus on differentiation in classrooms will support students to move beyond the middle bands of achievement.

### 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 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Writing PD Day	30/04/2018	Leadership Team
Mercy Values PD Day	23/07/2018	CSO Consultants
Pastoral Care & Well Being Day	24/09/2018	CSO Consultant & Leadership
Staff Parish Retreat	13/04/2018	Leadership Team

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

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
Learning Progressions PD Day	3	CSO Consultants
K-6 Writing Leadership PD	2	CSO Consultants
Visible Learning PD	1	Douglas Fisher
Digital Technologies PD Day	1	Institute of Industrial Arts Technology Education
Instructional Coaching PD	2	Queensland Education Leadership Institute

The professional learning expenditure has been calculated at \$7412 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

## 4.0 School Policies

### 4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a



Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also “open to all who want to share its educational and faith goals inspired by Christian principles” (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's Primary School, Maclean requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

#### **4.2 Pastoral Care Policy**

The school's Well Being Policy is based on the principles of restorative justice and procedural fairness. It aims to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience well being. These include programs focusing on self-esteem, social relationships, anti-bullying, and personal safety. The school's pastoral care program helps students recognise that their rights are balanced by responsibilities. There is a School Chaplain who implements programs to help families in need and also a Pastoral Care component of the Parent Forum that seeks to assist families who are suffering hardship.

#### **4.3 Discipline Policy**

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

#### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.



## 4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office.

## 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<b>Catholic Identity and Mission</b> <ul style="list-style-type: none"><li>All community members were invited to participate in celebrations and liturgies as appropriate to the occasion.</li><li>All staff participated in a PL Day on Mercy values &amp; charism.</li><li>Behaviours, Symbols &amp; Strengths matrix were used by staff to identify areas of strength and areas for development.</li><li>A variety of prayers eg. Christian Meditation (3 days per week), Contemplative Prayer, Traditional Prayer was evident in all classrooms.</li><li>Peer ministry from McAuley students was provided at Retreats and during Sacramental Programs.</li></ul>	<b>Catholic Identity and Mission</b> <ul style="list-style-type: none"><li>Termly Parishioners afternoons after Friday Mass.</li><li>Values are visible within school environment.</li><li>A focus is given to values at school assemblies &amp; gatherings.</li><li>Staff identify agreed opportunities to put values into practice.</li><li>Develop a Whole School Prayer Schedule.</li></ul>
<b>Organisation and Co-Leadership</b> <ul style="list-style-type: none"><li>Implemented a passive play areas &amp; for lunch time 'clubs' to cater to students' needs.</li><li>Coordinated termly teacher goal-setting days to allow staff to reflect and improve on their practices aligned to the school's direction.</li><li>Playground refurbishments made to ensure to ensure the school grounds are safe and engaging for students.</li></ul>	<b>Organisation and Co-Leadership</b> <p>This domain is not a focus area for the school this year.</p>
<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>All staff used school agreed practices as a basis for programming and teaching and learning in Mathematics (Warm Up, Rich Task/ Explicit Teaching, Reflection)</li><li>All staff used the agreed practices as a basis for programming and teaching and learning in English (Gradual Release of Responsibility Method, success criteria)</li><li>All staff participated in Professional Learning on The Writing Book (facilitated by Leader of Pedagogy and Instructional Leader).</li><li>All K-2 staff participated in Professional Learning on Writing with Lee Denton.</li><li>Assessment Policy was reviewed and updated.</li><li>An agreed portal/platform was used by classroom teachers for the tracking and measuring of student data.</li><li>Developed a database for Additional Needs students &amp; students who receive intervention.</li></ul>	<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>Improve pedagogy and rigor in the teaching of Mathematics based on the Whole school approach to the Maths block.</li><li>Improve pedagogy and rigor in the teaching of English based on the Whole school approach to the English block.</li><li>Staff participate in self-reflection &amp; improvement utilising the feedback cycle.</li><li>Staff select and use High Yield Strategies to improve practise.</li><li>Leaders of Learning model good Tier 1 practices.</li><li>The school has a draft Response to Intervention K-6 document that is presented to staff for ratification.</li></ul>



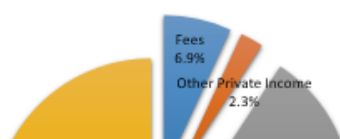
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Drafted a Whole School Approach to wellbeing.</li> <li>• Provided an opportunity for student voice through the establishment of a Year 2-6 Student Representative Council.</li> <li>• Built the Parent Forum as an opportunity to develop community and parent voice.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• There is a completed DRAFT Whole School Approach to Wellbeing document with evidence of parent, staff and student input.</li> <li>• All staff participate in further Professional Learning on Mental Health First Aid (facilitated Catholic Schools Office).</li> <li>• Further work around developing school agreed Positive Behaviour in the classrooms.</li> <li>• Fortnightly media articles in local community newspaper.</li> <li>• Whole School Community Engagement Plan outlining opportunities to be visible and work with the local community groups.</li> </ul>
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## 6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

**2018 INCOME - St Joseph's Primary School  
MACLEAN**



**2018 EXPENSE - St Joseph's Primary School  
MACLEAN**

