

Annual School Report

2018 School Year

St Joseph's Primary School, Tweed Heads



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About this report

St Joseph's Primary School, Tweed Heads 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 07 5536 2519 or by visiting the website at moodle.twdplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Primary School, Tweed Heads 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, Tweed Heads offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

In 2018, 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, Tweed Heads has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Participated in the Year 6 Religious Education test in which we achieved 1 High Distinction, 13 Distinctions and 20 Credits.
- Competed in the Regional Public Speaking finals achieving first place in the Early Stage 1 section.
- Achieved pleasing NAPLAN results across both grades 3 and 5 with improved growth in Numeracy.
- Participated in the ICAS Maths, English and Science competitions achieving a total of 2 High Distinctions, 8 Distinctions and 13 Credits across the three disciplines.

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:

- Participated in the Murwillumbah Music Eisteddfod finishing 2nd in both sections of the School Choir division.
- Took part in a number of community events including the ANZAC Day march, Vietnam Veterans Day, Legacy, etc.
- Won 1st prize in the Banora Point Garden Club school garden competition.
- Participated in the ceremony to collect soil from World War 1 enlistment sites, which is to be used as a display in the foyer of the Hyde Park war memorial in Sydney.
- Conducted a variety of community outreach programs at local, national and international levels.

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

- A number of children represented the school at Zone, Diocesan and Polding levels in a variety of sports including, Swimming, Athletics, Cross Country, Touch Football, AFL and Rugby League.
- Participated in the Sporting Schools Program which allowed children the opportunity to experience a wide variety of sports including Lawn Bowls, Ten Pin Bowling and Pilates.
- Both Junior and Senior Rugby League teams competed in the O'Dwyer shield at half time of a Titans NRL game at Robina Stadium.



- Students in Years 4-6 participated in a Surf Skills program at Greenmount Beach. Students in Years K-3 participated in pool based water awareness programs.

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

Tony Boyle
Principal

1.2 A Parent Message

2018 was the year that saw members of the school forum decide to step outside the school staff room walls and in which we were joined by more enthusiastic people to bring together the fundraising/social group.

This group met at different venues of choice on several occasions and over dinner and drinks many wonderful ideas were discussed and decided upon. With the help of many willing hands and participants such events as the Movie night, Bunnings BBQ, Mother's Day and Father's Day stall, A social Winery Tour, Carols by Candlelight & The Colour Run were conducted successfully.

What a successful year it proved to be!

Thank you to all those involved in making this year's events happen. Your time and effort were very much appreciated

Melissa Everingham
Committee Member
Saint Joseph's Parish School Forum

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School, Tweed Heads is part of the Saint Joseph's Parish which serves the communities of Tweed Heads, Coolangatta, Tugun, Cobaki, Pigabeen, Bilambil, from which the school families are drawn.

Last year the school celebrated 101 years of Catholic education.

The parish priest Fr Michael Brady is involved in the life of the school.

St Joseph's Primary School, Tweed Heads 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:

- Monthly Parish Grade/Family Masses on the 2nd Saturday night of each month.
- Youth Mass and Youth group on the last Sunday night of each month.
- Parish School Choir with Pastoral School Associate every fortnight.
- Parish facilitated Sacramental programs.
- Student participation in the school's Mini Vinnies Program where we promote social justice on a local, national and international scale. Students are engaged in activities such as, Pyjama Day



for St Vincent de Paul Winter Appeal, Can Day for the local homeless community, Christmas care packages for the local homeless community, recycling bottles for Assist-A-Student, Crazy Sock Day for Catholic Mission and Pancake Day for Caritas Australia. All activities focussed on social justice and encouraged participation from all in our school community.

- Preparing and participating in Masses & Liturgies for various Church feast days, Church seasons and other significant events such as Mothers' Day, Fathers' Day and Grandparents Day. The parish/school community were very involved and participated and celebrated with the students at all times.

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, Tweed Heads 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
Male	26	27	31	24	24	21	26	179	177
Female	24	21	23	29	24	17	24	162	161
Indigenous <i>count included in first two rows</i>	0	2	3	1	0	3	1	10	11
EALD (Language background other than English) <i>count included in first two rows</i>	1	0	8	0	4	2	1	16	21

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 of 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
Average Student Attendance rates	94.0%	92.9%	92.8%	92.2%	93.5%	92.0%	92.1%	92.8%

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.	23
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.	21
6.	Number of staff identifying as Indigenous employed at the school.	0
7.	Total number of non-teaching staff employed at the school.	0

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.56%. This figure is provided to the school by the CSO.

Last year Samantha Donoghue was seconded to the Catholic Schools Office as the Education Officer for the Tweed and Richmond Clusters.



Her position was filled in house with Christine Mulherin analysing all data and lead teacher development, Jennifer Hill leading the Writing development process and Jacqueline Wilson leading the Mathematics focus.

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:

- At St Joseph's the Making Jesus Real way of living is embedded in our school culture. We aim to greet, treat and speak to others in a way that models the Gospel values taught to us by Jesus. This life style permeates our way of life at St Joseph's and from Kindergarten through to Year 6, students, teachers and parents practice MJR. Our school has many visuals, in the form of posters, that proclaim the MJR message. Weekly messages in the school newsletter also facilitate this way of living.
- At our school the values of Respect and Responsibility are taken very seriously. Our Positive Behaviour Support expectations of Respect Self, Respect Others and Respect the Environment are a major part of imparting to the students the importance of these values in our school community. This is done through teaching and reteaching of expected behaviours, weekly whole school introductions of the current behaviour focus via the PA, reminders at assembly, lessons and discussions in class, information in the newsletter and signage around the school. Students who demonstrate the behaviours of Respect Self, Respect Others and Respect the Environment are rewarded with "gotchas". "Gotchas" go towards colour house points with the House with the most points being rewarded with special play time or activity each Term.
- Monthly School Spirit Awards: 3 students are selected each month (from across the school) to receive the School Spirit Award for demonstrating MJR qualities, responsibility, leadership and school spirit.

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 2018 the school participated in the School Review and Improvement 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 five 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.

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.

Extending Mathematical Understanding (EMU) continues to be a focus at St Joseph's. At the beginning of the 2018 school year, every student completed an individual Mathematics Assessment Interview (MAI). The MAI looks at the area of Numeracy, with the four domains of Counting, Place Value, Addition and Subtraction, and Multiplication and Division being assessed. From this data we saw our greatest domain needing support to be Multiplication & Division. We also identified classes needing targeted support. The following was planned and implemented for 2018:

Kindergarten - Extra Teacher Support Term 3 & 4 to lift Growth Points

Year 1 - EMU Intervention for all Priority 1 students with EMU Specialist teacher.

Year 2 - Teacher Aide support in classrooms during Mathematics.

Year 3 - EMU specialist is classroom teacher & Extra Teacher Support during Mathematics lessons.

Year 4 - Extra teacher support during Mathematics lessons.

Year 5 - EMU specialist is classroom teacher.

Year 6 - EMU Specialist teacher to support class as required.

In 2018 two specialist teachers ran EMU interventions. 47 children completed an MAI in Year 1 and from the data collected, 14 children were seen as Priority 1. Of these 14 children, 9 participated in EMU intervention. 2 of these children needed remedial support. The remaining three, when retested, were no longer seen as Priority 1.

Teachers were also supported in implementing Warm Up activities in the four domains. Each term a different domain was focused on during Staff Meetings. Teachers were presented with differentiated warm up activities and demonstrations.

To implement the new Digital Technology strand into our curriculum St Joseph's staff decided to place a specialist teacher into each classroom to help guide the teacher in this area. The grade teacher and the specialist teacher planned activities together to incorporate digital technology across all Key Learning Areas in the curriculum. Through this initiative, both teachers' and students' skills and knowledge were developed and extended. Student confidence in using digital technology has improved and is evident in their products and how they use technology to solve every day problems.

In 2018 our focus for teaching and learning was the development of effective writers. The whole school focus was to first identify the current reality of our school in regards to writing and then develop our shared beliefs and understandings about writing. Teachers identified traits of effective writing and programmed accordingly to engage the students in meaningful experiences. They recorded and identified times where children disengaged during writing and developed strategies to keep students actively engaged. The use of improved vocabulary and the development of effective sentences was a priority as was the introduction of a whole school approach to editing. The editing process was broken into two skills: proof reading and re-crafting text. A criteria checklist was developed over a period of time through a trial process. Every teacher uses this process, across all KLAs, whenever they need to edit a text. These three aspects of writing were the focus of 2018 and other skills will be targeted for 2019.

St Joseph's prides itself on its ability to cater for and support all students. In 2018, 29 students with identified disabilities were integrated into mainstream classes. All teachers and teacher aides are regularly in-serviced and supported to provide adjustments and differentiate their teaching to meet

the needs of each individual within their care. A full-time Additional Needs Teacher is employed to coordinate this inclusive style of education for children.

The school continues to work towards developing contemporary pedagogies, which will underpin learning across the school. In 2018, the Professional Learning Community (PLC) identified the area of Writing as the major focus for the year. The teachers firstly concentrated on enhancing their pedagogical skills by videoing themselves in a lesson and then together with the Assistant Principal and Leader of Writing identified areas for enrichment based on the engagement of the children in writing. Teachers viewed other teacher's lessons and participated in the high yield strategy of Lesson Study between grades as part of job-embedded professional learning.

As a whole school approach, the staff and students were surveyed and data was collected about the effectiveness of writing. Teachers then developed, through a trial and error process, a whole school approach to editing. The processes identified for development were proof reading and re-crafting text. As the writing process is quite extensive, the teachers decided to concentrate on embedding the editing process into text writing so we focused on three skills: sentence structure using correct grammar, applying punctuation knowledge and editing through proof reading and re-crafting.

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

- Religious events where students are given many opportunities to be involved in faith enriching experiences.
- Sacramental Programs facilitated by the parish.
- The Year 6 Jesse Mannibusen Faith experience in May.
- Incitare faith retreat for Year 6 students in March.
- Exuro faith retreat for Year 5 students in October.
- Andrew Chinn: Religious Music & workshops for the whole school community. All day event.
- MJR: Peter Mitchell workshops with Years 3, 4 and 5 in August.
- Catholic Schools Week: Whole school activities during this week celebrating our Catholic faith.

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, 50 students presented for the tests while in Year 5 there were 36 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, Tweed Heads, 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, Tweed Heads students in each band compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School										
Reading	27.7	30.0	24.7	18.0	20.2	26.0	12.8	14.0	7.2	10.0	3.8	2.0
Writing	10.9	14.0	36.0	34.0	24.3	28.0	18.4	18.0	5.4	6.0	2.8	0.0
Spelling	25.8	38.0	25.0	16.0	21.0	20.0	13.7	12.0	8.0	10.0	4.4	4.0
Grammar and Punctuation	30.9	32.0	16.8	18.0	23.2	18.0	12.5	10.0	8.2	6.0	4.2	16.0
Numeracy	17.8	14.3	25.7	20.4	26.5	32.7	16.6	18.4	10.1	12.2	2.1	2.0



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

BAND	8		7		6		5		4		3	
	State	School										
Reading	17.4	16.7	20.9	19.4	23.8	30.6	19.6	13.9	11.2	19.4	4.5	0.0
Writing	4.6	8.4	11.5	5.6	27.2	25.0	35.9	44.4	11.5	13.9	7.0	2.8
Spelling	14.6	19.4	22.7	25.0	31.1	33.3	17.7	16.7	9.3	5.6	3.6	0.0
Grammar and Punctuation	18.1	13.9	18.1	11.1	29.1	38.9	16.2	19.4	11.0	11.1	4.9	5.6
Numeracy	12.5	2.9	19.7	17.1	25.9	22.9	26.3	48.6	12.1	8.6	2.6	0.0

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 36 students. 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, Language Conventions and Numeracy at particular ages. In Year 3 students who achieve Band 3 or higher have achieved above the minimum standard, In Year 5 students who achieve at Band 5 or higher have achieved above the minimum standard.

At St Joseph's school, student performance is closely monitored. These tests are one means of gathering data on individual students and school achievement. School staff have participated in Catholic Schools Office Analysis sessions on NAPLAN and SCOUT data Analysis workshops.

The Spelling and Writing trends continue to be significantly above the State mean in both Year 3 and Year 5. The Reading trend is also above the State mean for both Year 3 and Year 5. Grammar and Punctuation have experienced a downward trend for 2018 which therefore will become an additional focus for our annual literacy goal.

While the percentages in the top three bands for Numeracy are pleasing there is room for growth. Staff will engage in professional learning to address curriculum and pedagogical development in the key learning area of Mathematics. This will become the Numeracy goal for 2019.

The school is very proud of two students who each achieved an off scale band in Writing, a Band 7 in Year 3 and a Band 9 in Year 5.

A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. 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 2018 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	13/04/2018	Staff
Improving writing	08/06/2018	Nadine Slingsby (CSO) & AP
Building Cultural Capacity	06/07/2018	CSO Staff
Building Cultural Capacity 2	28/09/2018	CSO, School Staff

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

Activity	Staff numbers	Presenter
Twilight Writing PD	29	School Executive
Response to intervention	23	Narelle Edmonds
First Aid / CPR	30	Qld Surf lifesaving
Writing	8	Sheena Dempsey & Louise Cameron
Editing Writing	8	Sheena Dempsey & Louise Cameron
Science and Technology Workshop	4	CSO staff
Scout Data Training	4	Andrew Madden
CWV Maths	3	CSO Staff
K-6	3	STEM workshop
Maths block K-6 reflection workshop	5	CSO Staff
K-6 Learning Progressions	4	CSO Staff
Writing Leadership Workshop	2	CSO Staff
PETAA Writing Twilight	16	Dr Rod Campbell

The professional learning expenditure has been calculated at \$6964 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, Tweed Heads 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 website](#).

As there are two Catholic Primary schools in St Joseph's parish a zonal structure exists.

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of Positive Behaviour Support and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by respect for self, others and the environment. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focusing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 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. Discipline incidents are recorded in Schoolworx and if necessary parents are informed of student's behaviour. Our discipline policy is found on our school's website.



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. All children 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 or from the [school's website](#).

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
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• CWV including Head, Heart and Hands and the Rule of Three, were introduced to staff and implemented into expected KLAs.• Staff developed a shared common language and consistency of practice for permeating units of work.• Refocus on Making Jesus Real within the school community.	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• The school community will make visible the connection between Head, Heart and Hands in all aspects of school life.• Will continue to embed the CWV across all expected KLAs.• Work towards building a stronger faith connection between parish and school families.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none">• Finalised the training for Building Cultural Capacity and implemented the process to the school community which included a School Improvement team and subsequent action teams.• Undertook playground enhancements to improve student safety, well-being and learning.• Undertook School Review and Improvement and developed a three-year Strategic Plan.	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none">• Revitalisation of older classroom areas and investigate possible upgrades to the student toilet area.• Establish a second school improvement team to further support the work of the action teams.• Introduce a digital platform for disseminating parent notes about excursions and school events.
<p>Teaching and Learning</p> <ul style="list-style-type: none">• Reviewed the school approach to writing and formed a consistent pedagogical	<p>Teaching and Learning</p>

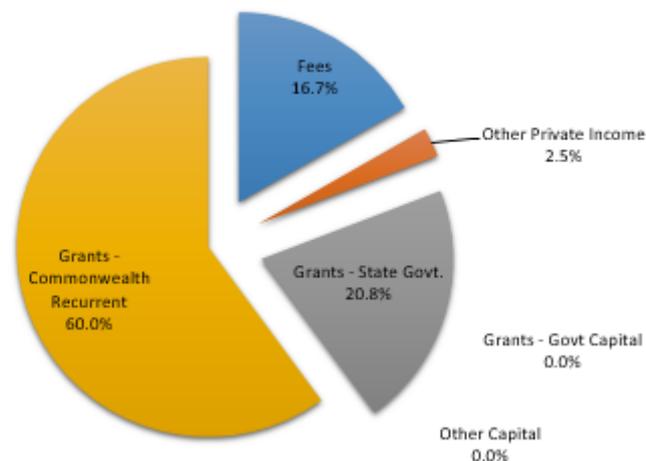
<p>approach to the editing and re-crafting of student Writing.</p> <ul style="list-style-type: none"> Supporting staff to better understand how the MAI data can inform their planning to support growth in Number. Engaged staff in High Yield strategies such as: Peer to Peer observation, videos of practice, lesson study and gallery walks. 	<ul style="list-style-type: none"> Build the capacity of the learning community to identify and explore ways of implementing effective feedback. Strengthen and maintain the editing process in all aspects of literacy across all KLAs and ensure that oral language strategies enhance the writing process. To embed all elements of the Maths Block to improve student outcomes.
<p>Community and Relationships</p> <ul style="list-style-type: none"> Reinvigorated the school parent body (School Forum) to increase parent participation. All staff involved in Building Cultural Capacity action teams. Continued to encourage and welcome families to attend monthly family Masses. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> Continue to support initiatives to increase parent participation in school activities. Investigate forums to provide opportunities to involve the parents in their children's learning through evening curriculum workshops. Continue Action Team work to investigate and develop action plans to address identified needs.

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
TWEED HEADS**



**2018 EXPENSE - St Joseph's Primary School
TWEED HEADS**

