

Annual School Report

2020 School Year

St Joseph's Primary School, Tweed Heads



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Tweed Heads NSW 2485

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About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of 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 2021 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 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 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 2020. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2020 the school:

- Had various students from Years 3-6 participate in ICAS Maths, Science and English, achieving 1 High Distinction, 2 Distinctions, 4 Credits and 1 Merit.
- Had all students immersed in exploring various technology platforms to enhance their learning. Creative and engaging presentations were produced by students to showcase their learning.

Due to COVID-19 restrictions, we utilised the following creative ways to showcase our students' achievements:

- Held weekly zoom meetings with each class and presented the week's outstanding learners.
- Undertook daily uploads of student's work to Seesaw for parents to view their achievements.
- Created virtual tours of St Joseph's Art Exhibition to showcase the children's artwork which was presented by the students themselves.

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 2020 the school:

Due to COVID-19 restrictions, this area of school life was extremely limited in 2020. The school did however participate in a number of social justice initiatives involving community groups:

- Can Day in support of the 'You have a Friend' Local charity.
- Socktober in support of International Charity Catholic Mission.
- Care packs for the Local Homeless Community 'Lunch with Friends' Parish organisation.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

Due to COVID-19 Restrictions many sporting events did not occur. We did participate in the following events/programs:

- The Junior and Senior Rugby League Teams competed against St James in the annual O'Dwyer Cup.



- Students from Grades 2-6 participated in the Tweed Zone Swimming Carnival in Murwillumbah.
- Students from Grades 2-6 participated in an intensive learn to swim program.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Anthony Boyle
Principal

1.2 A Parent Message

Our official parent body is the St Joseph's School Forum which consists of the Principal, Assistant Principal, a teacher representative and six parents who represent the parents for the year and gather together each month.

The Forum's role is to:

- Enhance the partnership between the school and families through the organisation of social functions.
- Give parental advice and feedback on a range of issues to school leaders.
- Provide a link between the school and the parent body.
- Represent parents of the school when required.
- Assist with parent education and parent assembly forums.

We had our first School Forum meeting of 2020 in February where we organised the school's social calendar to engage the parents in the life of the school. However due to COVID-19 and the restrictions placed on us we were unable to participate in most of the set events. School Forum meetings were also cancelled due to the restrictions.

In 2020 even though we were under strict social distancing restrictions we still organised the Mothers' and Fathers' Day Stalls.

We look forward to putting 2020 behind us, and hope 2021 can see a return to some normality for the forum.

Melissa Everingham
School Forum Representative
St Joseph's School Forum

2.0 This Catholic School

2.1 The School Community

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



Last year the school celebrated 103 years of Catholic education.

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

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

- Support for and involvement in the Parish Sacramental Programs of Reconciliation, Confirmation and Eucharist.
- When COVID-19 restrictions eased, we celebrated Mass in the classrooms with individual grades.
- Holy Days and Feast Days celebrated in class.
- Participation and celebration of significant liturgies such as Mothers' Day, Father's Day and Grandparent's Day however these were cancelled due to COVID-19.
- Contributions of stories and photos (of school activities and events) to the school newsletter.
- Mini Vinnies fundraisers to support families within our local and global communities.
- Attending Faith Retreats in Years 4, 5 and 6 (Accendere, Exuro and Incitare).
- Grade Retreat Days for Years 3 and 5 and Wildfire Performance for Years 5 and 6.
- Catholic School's Week celebrations and school activities.

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 two and a half 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 *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. 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 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 2020	TOTAL 2019
Male	29	30	28	26	27	21	20	181	179
Female	25	23	23	24	23	21	24	163	161
Indigenous *	2	1	0	3	2	1	1	10	14
EALD *	0	0	0	0	0	0	0	0	0

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.

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 parent's legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. 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 2020 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
95.2%	93.5%	95.2%	93.9%	94.0%	92.9%	94.0%	93.7%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 26 teacher(s) accredited with NESA, 24 teacher(s) with recognised qualifications to teach Religious Education, 0 Indigenous staff and 12 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.2%. 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.

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- The value of respect lies at the heart of St Joseph's. Students, teachers and parents are regularly reminded of the school's commitment to this and other school values by newsletter items, assembly messages, weekly announcements and by the nature of our interpersonal relationships.
- St Joseph's is a Positive Behaviour Support School (PBS). As part of this framework, we seek to support student behaviour through positive and proactive school systems and practices. Each fortnight we have a PBS focus that children are introduced to during Monday Announcements and classroom discussions. Children are rewarded with 'Gotchas' when displaying expected behaviours. Each child is then rewarded individually with a ticket in a weekly raffle. At the end of each Term, children are rewarded for the highest house points gained from 'Gotchas'.
- In 2020 the school employed a psychologist three days a week to support the wellbeing of our students. Small groups were run to assist students in self-awareness, self-regulating and social skills. Our overall focus during Term 3 and Term 4 was the children's overall wellbeing and giving them a voice following the period of blended learning at home to hear their worries and alleviate any ongoing concerns for them. This, along with our supportive play areas, has seen a huge improvement in behaviour and social issues in and outside the classroom.
- The school once again undertook the Seasons for Growth Program supporting children around loss and family separation.
- The Antibullying Policy was implemented throughout the PBS system and was supported through our tiered response to behaviour concerns.

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 2020 St Joseph's School community completed the Diocese of Lismore DOLSIS School Improvement Survey which provided the school with feedback from staff, parents and students. This data will be used to inform our 2021 School's Cyclical review and the development of the school's three year improvement plan.

The school also sought feedback from families via the 'Voices in the Field' survey after the period of blended learning at home. This data was used to evaluate the success of the approaches adopted by the school during this period.

Throughout this year, COVID-19 parent information sessions were held to support the home school partnership, whereby information and procedures were shared with parents about various curriculum approaches and strategies being used in the classroom.

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.

2020 brought about a renewed emphasis on staff collaboration, especially since blended learning was introduced during online home learning. Staff particularly worked together around data-informed inquiry practices that were focused on Literacy and Numeracy. This and resourcing allowed staff to provide informed and targeted learning support to all learners.



TECHNOLOGY: St Joseph's is a technology-rich learning environment with multi-digital devices in each classroom. In 2020, teachers were introduced to various platforms to provide parents and students with online learning at home. Staff continually refined ways of utilising the technological tools in order to design authentic and engaging learning experiences for the students. The staff and students continued to access technology for information and creative purposes.

Now, in the second year of Seesaw, and through the constant use of this platform during COVID-19, greater student ownership in posting was evident. Staff concentrated on giving effective feedback both verbally and written on each child's posting. Staff also used this platform to educate the parents on how to help their children at home through the use of demonstration videos. This will continue into 2021 as parents are now well equipped with language and skills to help their children with homework.

Throughout the year staff worked with the Diocesan Technology Coordinator who worked with students and teachers to deepen their confidence to embed technology in the classroom and to broaden teacher knowledge of the new NSW Science and Technology Syllabus. Most teachers also did extensive technology training on google suite and became google educators. As a result of the numbers of teacher educators, St Joseph's became a Google school.

ENRICHMENT: The school's extra curricular enrichment program was conducted one day a week. Students from K-6 participated in small group Maths Enrichment sessions during Term 3 and 4.

CREATIVE ARTS: NORPA drama sessions occurred in all classes from K-6 during Term 3 (as a response to the Arts Partnership Initiative from the Lismore Diocese) during which brilliant still life photographs of dramatic scenes from stories were created by students.

SPORT: Due to COVID-19 most sporting events were restricted or cancelled. However, towards the end of 2020, both Junior and Senior Rugby League teams competed in the Tweed District NRL All Schools Competition where the Senior team took out 1st place. Students from K-6 participated in pool-based water awareness/training/skill development programs.

MATHS: In 2020 Stage 3 teachers engaged in professional learning to further develop their understanding and implementation of several key pedagogical models. The Mathematics Block involves the Warm Up, Rich Task and Reflection phases of learning to develop a conceptual understanding of mathematics. Learning was sequenced so that students experienced the concrete, pictorial and abstract representations while solving and discussing rich mathematical tasks. The Mathematics Block was differentiated by planning to enable and extending prompts in order to cater for all learning needs.

ENGLISH: Now in our second year we continued the 'Gradual Release of Responsibility' model for Writing which involves 4 phases of instruction and learning including modelled, guided, shared and independent learning experiences. The shift of responsibility for the work is gradually released from the teacher to being owned by the student. Students must experience all four phases of instruction for deep learning to occur. In 2020 St Joseph's utilised this model to improve writing outcomes across the school.



RELIGIOUS EDUCATION: The Head, Heart and Hands model allows students to engage their head (cognitive), heart (affective) and hands (behavioural) as a way to respond to learning. This approach often flows beyond Religious Education and the classroom. In 2020 classes focused on enacting the action in everyday life.

LEARNING SUPPORT: St Joseph's prides itself on its ability to cater for and support all students. In 2020, there were 63 students with identified disabilities across our K-6 classes. In 2020 the staff undertook professional learning around the National Collection of Data. This process enabled staff to better understand the needs of students and how they can best support these students in their classrooms.

A full time Additional Needs Teacher is employed to coordinate support and resources for these students. To complement the Additional Needs Teacher, the school employed eight teacher aides trained in working with children with a disability. The school also provided added teacher support within targeted classes. Support in 2020 consisted of interventions and in-class support in the focus areas of Literacy and Numeracy, allowing all students to access the curriculum.

All teachers and teacher aides were regularly inserviced and supported to provide adjustments and differentiation in their teaching to meet the needs of each individual student within their care. This was particularly evident during the COVID-19 blended learning period. All children were catered for and supported throughout this time either through face to face sessions via zoom or ongoing communication between home and school. In some cases, vulnerable children returned to school, along with the children of essential workers and face to face support was provided.

St Joseph's is focused on every student's growth with curriculum programs that foster deep learning and support the development of critical and creative thinking through an inquiry approach. The school's Scope and Sequences provide a clear outline of the learning for the entire year and these are evaluated and modified regularly. In 2020, both English and Mathematics Scope and Sequences were reviewed and refined to ensure appropriate and sequential learning. All teachers planned using the CSO Program Builder unit templates to ensure consistency from K-6. Programs were regularly reviewed in collaboration with teachers and leadership through Professional Learning Team (PLT) meetings and allocated planning days. Through this process, programs were reviewed and updated to ensure learning experiences were effective using evidence based pedagogies that challenged and engaged learners in purposeful, differentiated tasks. In particular, effective strategies for recrafting and editing writing as well as implementing the Mathematics Blocks were targeted.

As a result of the need to communicate with each child at home during COVID-19, integrating technology became a major focus for the whole school.

Blended learning programming and lesson preparation took precedence during the height of the COVID outbreak for several months but as a staff, we continued to embed whole school beliefs and practices in Writing and Mathematics. Parental education was also a major focus during the blended learning period.

Evidence about student learning was gathered using a broad range of strategies and analysed to give authentic feedback about student progress to inform future planning. In 2020, the school outlined consistent expectations and practices for gathering evidence of student learning using the digital portfolio Seesaw which focused on effective feedback strategies.

Our curriculum approach is student-centred and planning is underpinned by the Understanding by Design (UbD) model. This model is used to guide educator teams in the design and implementation of inquiry units. Educators at St Joseph's plan and review the curriculum in collaborative professional learning teams (PLT). We use DuFour's "Four Critical Questions" to address data, informing curriculum and pedagogical delivery to meet student needs. The learning, teaching and assessment cycle is underpinned by this inquiry. Educators and students use learning intentions and success criteria to support the philosophy of "Visible Learning".



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

Due to COVID-19 restrictions, we could not attend most community, cultural and sporting events.

RELIGIOUS EDUCATION

- Monthly Parish Grade/Family Masses on the 2nd Saturday night of each month and Youth Mass and Youth group on the last Sunday night of each month. However, due to COVID-19, these masses were cancelled.
- Parish facilitated Sacramental Programs.
- Student participation in the school's Mini Vinnies Program promotes social justice on a local, national and international scale. Students were involved in Pyjama Day, 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 focused on social justice and encouraged participation from all in our school community.
- As a result of COVID-19, Masses in the church were not allowed due to the restrictions, so each grade prepared and participated in Masses &/or Liturgies for various Church feast days, which were celebrated in the classrooms.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
Learning and Teaching Modules	25/08/2020	Christine Mulherin and Jacqui Wilson
Staff Spirituality	17/12/2020	Tony Boyle
Digital Technologies in the Classroom	30/10/2020	Paul Hamilton and JJ Purton-Jones



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

Activity	Staff numbers	Presenter
Extended Mathematical Understanding	4	Jo Hall
School Emergency Training	3	CSO HR Staff
NCCD	22	Rebecca Tibbey
Stage 3 Mathematics	4	Peter Sullivan
Principal/AP Conference	2	CSO
Enrichment Gifted and Talented	5	Danny Rankin
Google Classroom	17	JJ Purton-Jones and Paul Hamilton
Digital Technologies	17	JJ Purton-Jones and Paul Hamilton
Stage 2 Maths	6	Peter Sullivan
Well Being	29	Shane Weekes
Dyslexia	3	CSO Team
Extending Mathematical Understanding	2	Jo Hall
Data Analytics Training	3	CSO
DLCSL Strategic Directions Planning	4	CSO
Assessment and Progression with Digital Technologies	12	JJ Purton-Jones
Parish School Spiritual Module 1	30	Tony Boyle
Parish School Spirituality Module 2	30	Tony Boyle
A Virtual Day with Edward Siri	30	Edward Siri
Parish School Spirituality Module 3	30	Tony Boyle
Early Learning K-2	8	Kate Salmon
Dyslexia	2	SPELD
Dyscalculia	2	SPELD
Text Help	5	CSO
Stage 3 Maths	4	Peter Sullivan

The professional learning expenditure has been calculated at \$2094 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 honoring 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 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.

There have been no changes to this policy this year.

4.2 Pastoral Care Policy

The school's [Pastoral Care Policy](#) is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs 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 and is available on the school's website.

This policy has been reviewed and updated this year.

4.3 Discipline Policy

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

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school. The school policy is based on Positive Behaviour Strategies which focuses 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. The school's [Behaviour Policy](#) is available on the school's website.

This policy was reviewed and updated this year.

4.4 Anti-Bullying Policy

The school's [Anti-Bullying Policy](#) fosters a cohesive approach to the issue of bullying and includes specific initiatives that 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.

There have been no changes to this policy this year and it is available on the school website.

4.5 Complaints and Grievance Policy

The school [Grievance 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. There have been no changes to this policy this year and it is available on the school website.



5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
<p>Mission of Jesus Christ Staff and Students developed their own personal relationship with Jesus.</p> <p>Staff were to attend a Professional Development opportunity to break open the 'Worlds of the Text' (postponed due to COVID-19).</p> <p>Students experienced encounters with Jesus through retreat opportunities.</p> <p>Students engaged in scripture through creative play.</p>	<p>Mission of Jesus Christ Through word and deed students and staff are to be examples of Christ.</p> <p>Staff will undertake professional development (postponed from 2020) to break open the 'Worlds of the Text' to better understand the scriptures.</p> <p>Staff will use the scriptures in their teaching and incorporate them in student worship and prayer.</p> <p>Staff and students will interact with dignity and respect following the example of Jesus.</p>
<p>Learning and Teaching Staff worked to achieve Whole School Agreed Practices in Literacy and Numeracy to improve student growth.</p> <p>Accountability measures to ensure consistency in English and Mathematics were developed.</p> <p>We were to encourage greater parental involvement through curriculum and pedagogy workshops (Cancelled due to COVID-19).</p>	<p>Learning and Teaching To improve inferential comprehension skills for K-6.</p> <p>To revise various components of reading and comprehension to ensure whole school agreed understanding and practices.</p> <p>Staff to be introduced to the Probe Blue comprehension assessment tool.</p> <p>To work towards a culture of team based accountability.</p>
	<p>Pastoral Care To improve student well being through increased student voice and participation.</p> <p>Staff will participate in a series of workshops associated with student participation and wellbeing.</p>
<p>Leadership Once again due to COVID-19 restrictions, leadership had to be flexible and had to provide clear advice and instructions for all members of the school community throughout the year.</p>	
<p>Family School Partnership Due to COVID-19 all intended outcomes were curtailed.</p> <p>Staff worked towards ensuring lines of communication were kept open and that families were kept informed of expectations and instructions.</p>	<p>Family School Partnership To rebuild a sense of community within the school.</p> <p>To hold a series of social and community events to increase family interaction with the school.</p>

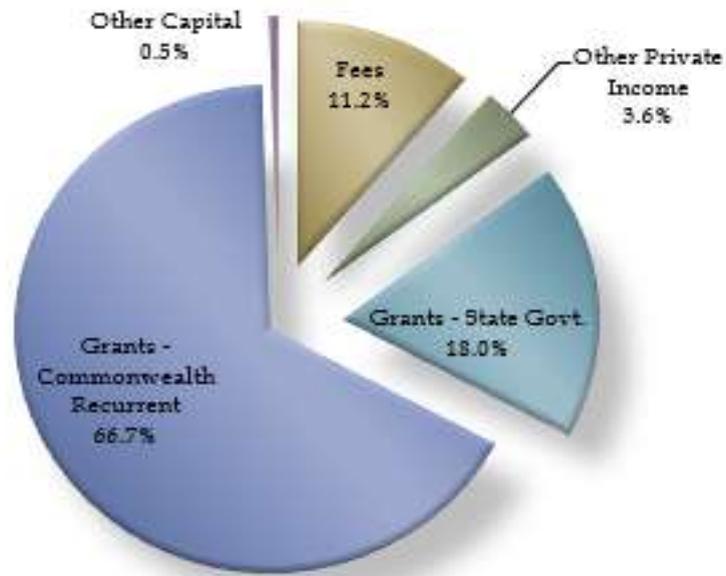
6.0 Financial Information

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 2020 is presented below:



2020 INCOME - St Joseph's Primary School TWEED HEADS



2020 EXPENSE - St Joseph's Primary School TWEED HEADS

