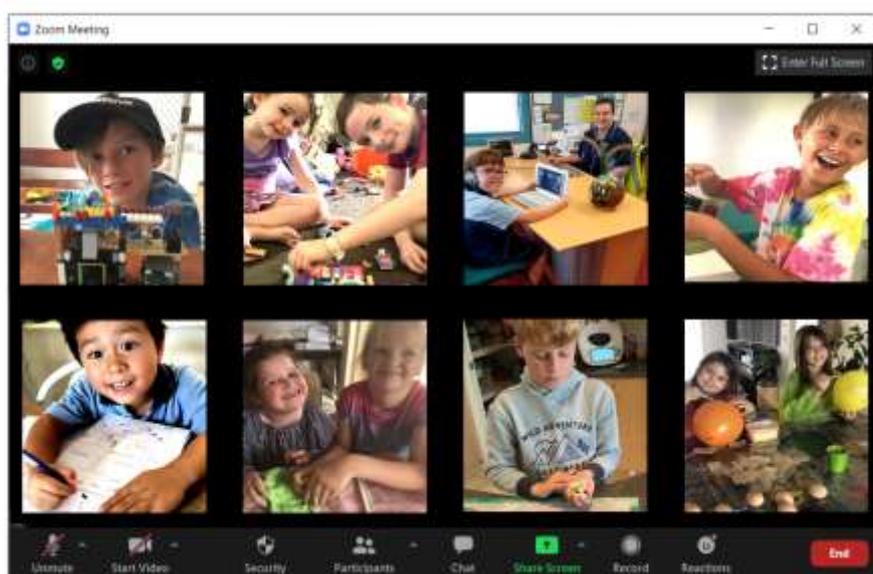
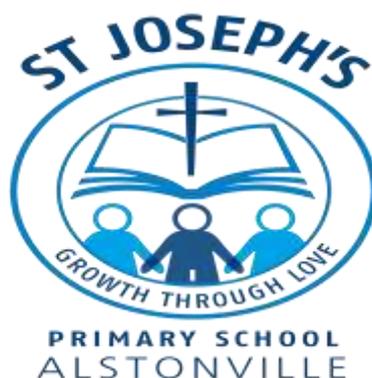


Annual School Report

2020 School Year

St Joseph's Primary School, Alstonville



11 Perry Street

Alstonville NSW 2477

Phone 02 6628 1009

www.alstplism.catholic.edu.au

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 02 6628 1009 or by visiting the website at www.alstplism.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.

During 2020 and the COVID-19 pandemic the school ensured they offered strong support to all our families as they managed the effects of restrictions. Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas although in a different form than normal. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school and was greatly appreciated by our school community.

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:

- Ensured all students had access to online learning during the pandemic. The use of Zoom and Google Classroom ensured all students' work could be set and monitored at differentiated levels.
- Utilised an Arts Partnership Grant to build and strengthen the students Writing ability. This involved visits and Zooms with well-known authors, illustrators and people who could develop multimodal skills for our students.
- Facilitated Chess Competitions for our students to build their expertise.
- Offered students opportunities to showcase their work through Zoom and by sharing blended learning on Class Dojo.

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:

- Utilised staff within school to use their skills when working with students in areas such as Talent Quests, Indigenous Art work and Digital Technology.
- Utilised online sites, Class Dojo and Facebook to show the incredible talents of our students that were discovered during the pandemic. This included music, art and writing talents.

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

There were very few opportunities to represent outside school due to the pandemic. We had students reach Polding level in Swimming. However, we were able to hold sports days at school including a fun Athletics day and Swimming Carnival.

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.

Therese Seymour



Principal

1.2 A Parent Message

2020 was a very different year for the Parish School Forum, as it was for everyone.

We were still able to hold very modified Mother's Day & Father's Day stalls by ordering in advance or booking appointments.

Our annual Family Day was also held in a different manner (without families present), however, we were able to host an end of year family afternoon on the school playground.

With no face to face meetings we hosted Zoom meetings and concentrated more on the behind the scenes help and support to parents of the school community.

We did host a lunch for the staff as an appreciation for all their hard work in supporting ourselves and our students.

COVID-19 taught us many things, how to be patient and yet move with changes quickly, I'm sure some of these changes will help us into the future.

We look forward to a more hands on year for the PSF in 2021.

Liz Bugden
Co-ordinator
Parish School Forum

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in Alstonville and is part of the Our Lady of the Rosary Alstonville and St Patrick's Wardell Parish which serves the communities of Alstonville, Goonellabah, Wollongbar, Macleans Ridges, Alstonvale, Wardell, West Ballina, Uralba, from which the school families are drawn.

Last year the school celebrated 101 years of Catholic education.

The parish priest Father Max Gow 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:

- Our Family Fun Trivia Night held online in 2020.
- Participation in social justice events like our Winter Sleepover, Christmas hampers for St Vincent de Paul and Socktober.
- Facilitating parish-based Sacramental programs.
- Supporting families in the transition to school through our Junior Joeys program.
- A commitment to daily whole school Christian Meditation.



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	19	10	17	15	11	18	11	101	95
Female	14	15	15	8	8	7	14	81	73
Indigenous *	1	3	0	0	1	0	1	6	5
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 parents' 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
95.9%	94.6%	97.0%	95.3%	95.9%	96.3%	96.1%	95.4%



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 16 teacher(s) accredited with NESA, 16 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 7 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the school by the CSO.

At the end of 2020 one staff member retired from his teaching position at St Joseph's Alstonville. Some staff on temporary contracts also completed their contracts.

2.6 Initiatives Promoting Respect and Responsibility

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

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

During 2020 the school initiated a program called Kick It to utilise vertical groupings of students to build safety and respect within the community. The Personal Development, Health & Physical Education outcomes are utilised to develop lessons, delivered by Year 6 students focused on respect, safety, care for others and self-responsibility.

The school continues to facilitate the Seasons for Growth program with two groups completed in 2020.

Our Student Wellbeing program had further staff allocated in 2020 to ensure we were meeting the needs of students and families. This was especially helpful during COVID-19 as we could utilise these staff members to keep in contact with families.

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 the school participated in two Catholic Schools Office initiated survey opportunities. The DOLSIS Survey was completed in July 2020 and the Voices from The Field Survey was completed in June 2020. Both surveys provided a very positive response about staff and parent satisfaction. The school places great importance on feedback and the possibility of improvement.

There were also many opportunities provided for families to interact with school, including the Learning Conversation period at the beginning of Term 3.



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.

Here at St Joseph's Alstonville, we offer the following learning opportunities to our students:

- As we work in flexible learning environments, our Enrichment Tutors (Teacher Assistants) are a key component to our staffing. Our Enrichment Tutors work within our Stage based settings to provide learning opportunities to all students including those with additional learning needs.
- Our Intervention programs include EMU, STAR and Multi-Lit. These programs support students in Literacy and Numeracy across Stages One to Three. We have staff who are trained in these areas to run these Intervention programs on a daily basis.
- The Learning Assistance Program (LAP) supports students in a wellbeing capacity. Volunteers from the local community come to school on a weekly basis to work with our students in a variety of spaces including cooking, woodwork, reading and puzzles.
- Students in Kindergarten have access to a bank of iPads in the classroom. These are used for a variety of learning opportunities in Literacy and Numeracy. Stages One to Three have one-to-one Chromebooks. Students utilise these in all Key Learning Areas through the Google Suite including Google Classroom, Google Docs and Google Slides.

The school works in flexible Stage groupings. This allows staff working in these Stages the opportunity to group students where specific support is required or individualised teaching is necessary. The change in pedagogy has resulted in students being better supported where they are at and targeted teaching can occur.

The school emphasises the same team approach when working with our students in other areas. The school Wellbeing team meets regularly and case management meetings assist the teams in providing timely and appropriate supports.

The focus on all students being known is also well supported by our vertical Kick It groups held each fortnight and with staff interactions with students in other areas of school.

The school is working in the Learning Collaborative with Lyn Sharratt to focus on improvements in Writing.

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

- Sports gala days and competitions which were held within the school, due to COVID-19. These included a fun Athletics day and Swimming Carnival.
- Chess lessons within school and online which were offered during COVID -19.
- Lunchtime activities including Choir, Drama, Art and Bingo held each week.
- The School Talent Quest with heats and a Grand Finale which were held in Term 4.



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
Spirituality Day	20/07/2020	Phil Crosby, Julia Boyle
Koomurri Indigenous Performers	11/12/2020	Koomurri
Lyn Sharratt Collaborative	03/03/2020	Lyn Sharratt
Lyn Sharratt Collaborative	29/03/2020	Lyn Sharratt
Lyn Sharratt Collaborative	05/03/2020	Lyn Sharratt
Lyn Sharratt Collaborative	28/10/2020	Lyn Sharratt
Clarity Staff Development Day	04/12/2020	Clarity Team

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

Activity	Staff numbers	Presenter
SEACS Meetings	2	CSO Staff
Clergy and Leaders Conference	1	CSO Staff
First Aid	30	Michael Donnelly
Faith Leadership Conference	2	CSO Staff
EMU OPL Day 1	2	Jo Hall
EMU OPL Day 2	3	Jo Hall
STAR Training	1	Amanda Page-McDonald
MacqLit Training	1	John Warburton
DLCSL Strategic Directions Planning	4	SCO Staff, Brown Collective
Data Analytics Training	2	CSO Staff
Women in Leadership Meeting	2	CSO Staff

The professional learning expenditure has been calculated at \$2501 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 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 has a strong emphasis on pastoral care and wellbeing. This is based on priority care for each other and restorative practice. We have ensured this is reflected in our policy and in the way we interact with each other. To support pastoral care we have developed a very clear wellbeing plan and a team to support students and their families where required. To educate our community we ensure we provide parent education based on school priorities. This policy was developed in consultation with staff, students and families.

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 or staff to administer corporal punishment in this school.

The school has continued to work hard to ensure there is a correlation between our pastoral care and discipline policies. We believe in knowing each child- supporting them and carefully tracking any changes, so that we can best support them in an appropriate manner. We insist on everyone following our simple, yet clearly defined rules.

When discipline is required it must follow the school plan and be in line with our clear expectations. If students reach a point where parent involvement is required, then this is clearly communicated, in a timely manner, by the staff responsible.



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.

Our school Kick It program was designed to foster understanding and inclusion of all. 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 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 As a Parish School community we all serve as living witnesses and disciples of Jesus Christ through the education and formation of all individuals. This was achieved through:</p> <ul style="list-style-type: none">• Vertical groupings to build understanding of how to be like Jesus, encouraging students to have tolerance for others and building relationships across the school.• Faith formation for students through creative art experiences.• Building resources for Worlds Of Text (WOT) that used easy language and were user friendly.• Providing professional learning on WOT and various pedagogical approaches (KITE method, Inquiry learning, Pedagogy of Encounter).• Encouraging participation and attendance at staff retreats for faith formation of staff.	<p>Mission of Jesus Christ The mission of Jesus sits at the heart of all our learning. We will work to develop a renewed approach to the teaching of Religious Education and the faith formation of our community by our engagement in the RENEW project.</p>
<p>Learning and Teaching As a Parish School Community we worked in a model of learning that held relationships and feedback at its centre to improve student outcomes. This included working as part of the Learning Collaborative with Lyn Sharratt. and</p>	<p>Learning and Teaching We will continue to build collective understanding of the Learning Collaborative work with Lyn Sharratt.</p>



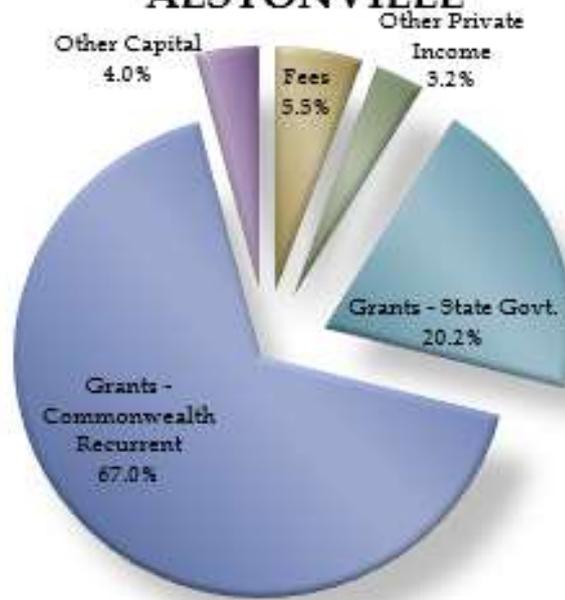
the utilisation of an Arts Partnership Grant to build Writing skills across the school.	
Pastoral Care Staff, students and families interacted positively as we all serving as living witnesses providing a safe and nurturing environment where connectedness is visible. We achieved this through COVID-19 by supporting families where they were at and encouraging communication if families required support.	
Leadership During 2020 our Leadership revolved around providing quality learning experiences for all our students whether at school or using blended learning. By showing strong leadership we assured families we had a good plan for both educating students and supporting families.	
Family School Partnership Staff, students and families interacted positively as we all serving as living witnesses providing a safe and nurturing environment where connectedness is visible.	

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 ALSTONVILLE



2020 EXPENSE - St Joseph's Primary School ALSTONVILLE

