

Annual School Report

2020 School Year

St Joseph's Primary School, South Grafton



Hyde Street

South Grafton NSW 2460

Phone 02 6642 2899

<https://www.sgrafplism.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 6642 2899 or by visiting the website at <https://www.sgrafplism.catholic.edu.au/>.



1.0 Messages

1.1 Principal's Message

St Joseph's, South Grafton was the first school established in the Lismore Diocese. 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 on daily basis. We authentically individualised learning for your child.

In 2020:

Students and teachers were highly commended for the learning opportunities provided during COVID-19 restrictions. Teachers prepared online lessons, instructional videos and rang families weekly to give individual support for each child. Students accepted the challenge of working independently from home, accessing Chromebooks, supplied by the school for every student.

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 limited opportunities due to COVID-19 restrictions.
- Did not participate in State or National competitions and students could not travel to compete off campus.
- Could not complete NAPLAN as it was cancelled at a Federal level.
- Had four students included in the Lismore Diocese Art Display.

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:

- Unfortunately, could not participate in many of the usual events due to COVID-19.
- Participated in Book Week where the children dressed up as 'Curious Creatures and Wild Minds.' The parade and book fair promoted the importance and enjoyment of reading.

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

- A number of sporting events and representative pathways were cancelled due to COVID-19.
- 17 students attended the Clarence Zone swimming Carnival held in Coffs Harbour.



- Three students trialled at Clarence Zone Sports Trials and two students trialled at the Lismore Diocesan Sports Trials.
- St Joseph's was successful in the application for a Sporting Schools Grant in Term 4. This grant was used to subsidise the cost of an intensive swimming program for students in Early Stage 1 and Stage 1 and a swimming safety program for students in Stage 2 and Stage 3.
- All students participated in an athletics carnival held on school grounds to continue sport participation limited by COVID-19.

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.

Lee Denton
Principal

1.2 A Parent Message

- The Parents and Friends Executive consists of four elected parents or carers. Parents and Friends meetings are scheduled twice per term with daily communication for any business arising being welcomed by the school.
- During 2020, the activity of the Parents and Friends was limited due to COVID-19 restrictions.
- Regular contact between parents was encouraged through our Facebook page.
- A panel of parents were involved in the School Review process and were interviewed and surveyed for their opinions on how the school is organised. The decision of the review board was that links between the community and the school are very positive and strong.
- All members of the community were also given the opportunity to complete a survey which collated data on parents, students and teachers (DOLSIS). The parents' component of this survey indicated that links with our parents was one of the strongest aspects of the school.
- The Colour Run obstacle course was a huge success with teachers and parents working together to raise funds and have fun.
- Parents were instrumental in purchasing resources nominated by teachers which enhanced teaching and learning in the classroom.
- As COVID-19 restrictions eased, volunteers were then welcomed back for canteen.

Alana Thrupp
President
Parents and Friends of St Joseph's School



2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in South Grafton and is part of the Clarence Valley Parish which serves the communities of St Joseph's Primary School is located in South Grafton and is part of the Clarence Valley Parish which serves the communities of Grafton, South Grafton, Nymboida, Coutts Crossing, Nana Glen, Glenreagh, Waterview Heights, Seelands, Elands, from which the school families are drawn., from which the school families are drawn.

Last year the school celebrated 162 years of Catholic education.

The parish priest Fr Joseph Holloway 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:

- Student Discipleship programs for Years 4 to 6.
- Weekly Parish Masses attended by classes each week. Those scheduled after Week 8 of Term 1 were cancelled due to COVID-19.
- Fortnightly Masses held in the school hall due to measures required by COVID-19 restrictions.
- Our St Joseph's Feast Day being celebrated as a whole school community and open classrooms for all parents allowed them to attend before restrictions were applied.
- Due to COVID-19 restrictions, we were unable to offer our usual retreats for students preparing for the reception of the Sacraments of Reconciliation, Eucharist and Confirmation.

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	11	9	10	9	6	2	3	50	57
Female	7	2	8	8	3	8	8	44	53
Indigenous *	2	1	2	3	2	2	0	12	17
EALD *	1	0	1	0	1	0	0	3	3

* 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 of a written note or telephone call, SMS messages or emails are requested by 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 and a medical certificate may need to be produced.

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
94.6%	91.9%	94.1%	87.8%	94.0%	90.5%	95.3%	92.1%

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 11 teacher(s) accredited with NESA, 8 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 8 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.9%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

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

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



- During 2020 all staff were involved in the review of our School Behaviour Management Policy and Procedures. After members of staff attended the professional training the school's behaviour management was reviewed through this lens. A support process for students was created as well as a way that teachers could be more involved in supporting the behaviour of students in their care. Respect and responsibility are also fundamental to the school's restorative justice approach.
- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2020 the Making Jesus Real (MJR) program was highlighted in classrooms and through posters and signs within the school. Many of the awards presented to students throughout the year were indicative of these values.

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 the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead. During the SRI process a parent meeting was conducted allowing the opinions of all members of the school community to be heard.
- The school has participated in the Diocese of Lismore School Improvement Survey (DOLSIS) for the seventh year in a row. This survey allows families, staff and students to have not only a voice but also an influence on what happens at St Joseph's. For example, the 2020 data indicated that the bell times were not allowing students to have enough eating and play time at both breaks. As a result, these times have been altered.
- The school also continued its journey on the Diocesan supported program Building Cultural Capacity (BCC). BCC brings the parish school community together in dialogue to share the ownership, accountability and rewards that come with continuously improving our school.

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.

- Learning throughout St Joseph's South Grafton is differentiated to meet the needs of the learner. The school provides a three tiered approach to intervention. St Joseph's Primary School provides learning support programs including; Enhancing Mathematical Understanding (EMU) intervention for Year 1 students and Succeeding Together As Readers (STAR) intervention for Stage 1 students.
- In Literacy the school focuses on the gradual release of responsibility model where children are given explicit instruction, differentiated learning for the individual and reflection time.



- In Numeracy the school implements the Diocesan Mathematics block focusing on a warm up, rich task and reflection time.
- Technology is used as a tool to enhance learning and engage students.

St Joseph's Primary School began to work towards developing inquiry based learning which is underpinned by the Walker Learning Pedagogy. This pedagogy will be implemented across the school from K-6 in 2021 but was embedded in K-2 in 2020.

K-2 classroom environments have been prepared to encourage an atmosphere of calm and are inviting for students to be motivated to participate in investigations. Walker Learning could be seen in action in the first hour of each day. This session continued on to all Key Learning Areas throughout the day. In the primary classrooms, Educational Research Projects (ERPs) were evident in Years 3 - 6 and provided a way for students to link their learning to the real world and their individual interests.

The school library was centralised and a librarian was employed. Students now have access to a wide range of books and resources. Teaching resources have also been organised and centralised to allow easy access for teaching staff.

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

- Student Discipleship Formation programs such as Accendere, Exuro and Proclaim.
- The St Vincent de Paul Society where they helped prepare Christmas food hampers and donated toys to the Salvation Army Toy Run appeal.
- The End of Year Awards Presentation which was live streamed to all our families.
- A Stage 3 Camp which was held at school 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
Literacy Through Literature	20/07/2020	Lee Denton
Behaviour Support	25/09/2020	Anne Forwell
CPR & BCC	16/12/2020	Adam Jarrett (CPR) Donna Bancroft, Megan Summerell, Rebekah Kelly,
BCC, Walker Learning, Behaviour Support	12/10/2020	Anne Forwell, Larissa Deleiuon, Emma Daniels,



		Donna Bancroft, Megan Summerell, Rebekah Kelly
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Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
STAR PL	1	Carolyn Carrigan
Walker Learning	6	Early Life Foundations
THRASS	2	THRASS
Berry Street	3	Berry Street

The professional learning expenditure has been calculated at \$1920 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

[St Joseph's Primary School South Grafton Enrolment Policy](#)

[St Joseph's Primary School South Grafton Enrolment Form](#)

St Joseph's School forms part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. We aim to fulfill 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.

St Joseph's School is also "open to all who want to share its educational and faith goals inspired by Christian principles". Most importantly, there is an integral place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts are made to encourage such enrolments. Every new enrolment at St Joseph's Primary School requires parents to attend an enrolment interview. The interview provides an opportunity for us to begin to develop a relationship and for parents to learn more about the educational experience provided by the school. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located on the school website. There have been no changes to the policy this year.

4.2 Pastoral Care Policy

[St Joseph's Primary School South Grafton 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 focussing 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. There have been no changes to this policy this year.

4.3 Discipline Policy

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

[St Joseph's Primary School South Grafton Behaviour Support Policy](#)

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 consequences are required, these 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. Relevant sections of the policy are also published on the school's website. Procedures also include preventative measures. There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

[St Joseph's Primary School South Grafton 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

[St Joseph's Primary School South Grafton Parent Caregiver Complaints and Concerns Procedure](#)

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
Mission of Jesus Christ <ul style="list-style-type: none"> The Making Jesus Real program provided the cornerstone of everyday life within St Joseph's. Each Monday during assembly (some via zoom) the language of MJR was used to offer students a positive message regarding respect and their responsibilities as learners and citizens. The Mission of Jesus Christ lies at the heart of Catholic schools, and underpins all policies and procedures. Students, teachers and parents were regularly reminded of the school's commitment to this and other school values by newsletter items, assembly messages and by the very nature of our interpersonal relationships. 	Mission of Jesus Christ <ul style="list-style-type: none"> The MJR weekly themes will be displayed throughout rooms to promote Christ like behaviours and to impact on the way students treat each other. Our Minnie Vinnies group will be supported by the Minnie Vinnies students from McAuley Catholic College and will raise awareness of social justice issues. Together, they will support and contribute to those in need in our local community and assist the work of Project Compassion through Caritas Australia.
Learning and Teaching Targets were reached through quality teaching and intervention programs such as: <ul style="list-style-type: none"> Mini-lit literacy programs for infants' students. Macq-lit literacy programs for primary school students. Enhancing Mathematical Understanding (EMU) intervention for Year 1 students. Succeed Together At Reading (STAR) intervention for Stage 1 students. Enrichment which is provided through our pedagogical Model where all students are taught explicitly to their point of need in small groups. 	Learning and Teaching <ul style="list-style-type: none"> Technology will be used as a tool to enhance learning, particularly writing, and will engage all students. Primary school students will enter stories into the Clarence Valley Long Way Home Writing competition. Engagement with the Lyn Sharratt collaborative project will achieve student growth through action learning and inquiry into writing teaching practices. Succeed Together at Reading (STAR) intervention for Stage 1 students will continue. Enhancing Mathematical Understanding (EMU) intervention for Year 1 students will continue. Enrichment which will be provided through our pedagogical Model where all students are taught explicitly to their point of need in small, differentiated groups. The Numeracy practices used in each classroom will utilise quality rich tasks, reflect the CSO mathematics block and professional learning from Peter Sullivan will provide differentiated learning. Home-school relationships and increased family involvement in the whole life of the school will occur through parent partnership nights (with a focus on writing) as well as open classrooms.



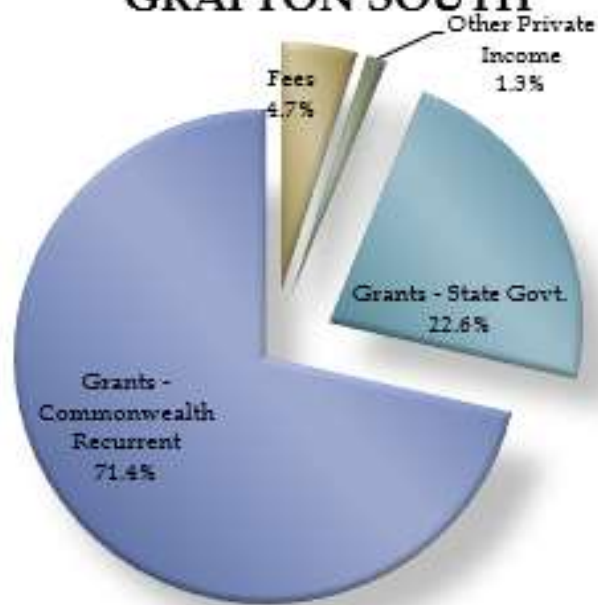
	<p>Family School Partnership</p> <p>For parents to be more aware of teaching approaches in the classroom through open classroom sessions and Parent Partnership nights where children will show their parents how they write in class. Our School Improvement Plan will be tabled at P&F meetings so that parents are both informed and can make a contribution to the goals of the school.</p>
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6.0 Financial Information

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

A visual summary of the income and expenditure reported to the Commonwealth Government for 2020 is presented below:

2020 INCOME - St Joseph's Primary School GRAFTON SOUTH



2020 EXPENSE - St Joseph's Primary School GRAFTON SOUTH

