

Annual School Report

2018 School Year

St Joseph's Primary School, Laurieton



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About this report

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

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

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

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

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

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

Further information about the school or this *Report* may be obtained by contacting the school on 02 6559 9466 or by visiting the website at moodle.larplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

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

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Primary School, Laurieton has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Received a letter of commendation from ACARA (Australian Curriculum, Assessment and Reporting Authority) congratulating the school on substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.
- Performed strongly in the Sydney Archdiocesan Religious Education Test with 62% of our Year 6 students gaining Credit ranking or higher. Included in these results were 15 Credits, two Distinctions and one High Distinction. This was a great result from a cohort of 29 students.
- Participated in the Premier's Reading Challenge with 87 students successfully completing the challenge, including all students in Kindergarten and Years 1 & 2.
- 45% of our Year 5 and Year 6 students gained a Merit ranking or higher in the Newcastle Permanent Primary Mathematics Competition. Included in these results were 15 Merit Awards and six Distinction Awards.

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 Laurieton ANZAC Day and Remembrance Day ceremonies at the local Cenotaph.
- Choir performed at concerts for school and community events, including Grandparents Day and Carols on the Green at Bonny Hills.
- Continued the "Companions in the Faith" program throughout the year, thus allowing 18 parishioners to share their journey through life with our Year 4 students.
- Visited the Lakeside and Haven Aged Care Nursing Homes on a regular basis. The primary aged children attended Anointing Masses with the residents and then provided entertainment with a song or dance.
- Celebrated Easter ceremonies as a community event when the school enacted the Stations of the Cross with a large audience of parents, visitors and local residents.
- Band was expanded under the tuition services of the Blue Gum 2 Music Company and by the end of the year was able to perform at our School Concert Night and Grandparent's Day.
- Celebrated NAIDOC Day with cultural activities including dance, art and Bush Tucker sampling.

- Engaged the services of the Sydney based Dance Fever Company which travelled to St Joseph's in Term 3 to teach all students a gymnastics program.
- Presented the cultural highlight of the year - a music, drama and dance Creative and Performing Arts spectacular in Term 3 in which all students were involved in putting on two high quality shows for parents, parishioners and members of our local community.

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

- More than 70 students represented the school at Zone level in swimming, cross country and athletics. 13 students went on to compete in Diocesan carnivals with one going on to represent the Diocese at the Polding carnival.
- Students also represented at a Diocesan level in the sports of rugby league, tennis and hockey with one student representing the Diocese at Polding level in tennis.
- St Joseph's competed against other schools in the Schubert Shield Rugby League Sevens competition, the Hastings Area League-tag competition and also participated with boys and girls teams in the All Schools Touch Football Gala Day.
- St Joseph's hosted the Zone Soccer and Netball Gala Day in 2018.
- In 2018 the school was involved in the government's Sporting School Funded project and ran the extra-curricular sports of Soccer and Netball for all students as part of this 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, Laurieton is indeed blessed to have such dedicated and enthusiastic people supporting the school.

David Hughes
Principal

1.2 A Parent Message

In 2018 the Parents & Friends Association (P&F) met six times to discuss a range of issues. Additionally, fundraising and events subcommittees met on a number of separate occasions to ensure forecasted events ran smoothly. The main items discussed throughout the year included:

- Fundraising, including: Mother's and Father's Day stalls; two Bunnings BBQs; Easter Egg Raffle; Pie Drive; and a major community Trivia Night.
- P&F involvement and representation at various school functions throughout the year including sporting events, parent information nights (Learning from Horses), whole school concert and morning tea for Grandparents' Day.
- Expenditure: Consideration and release of funds were given to purchase drama blocks for the school hall & CAPA use, Sensory Garden materials and installation and permanent shade structure for the Infants COLA area.
- Other: Working Bee projects; future ideas for both "fund" and "fun" raising events; ways to build parent networks; and Parent/student surveys for 2018.

As the President of St Joseph's P&F I would like to report that it has been a satisfying year and I would like to thank all parents who were involved in our school community. Thanks to our growing school-family network, we are creating a safe, inspiring and friendly environment for our children to grow in knowledge and values. I look forward to next year's innovative P&F project ideas, that will not only have impact on our school but on our wider community.



Finally, the Parents and Friends of the school appreciate the opportunity to work with the school in partnership and to have the ability to raise money, be part of our children's community and fund infrastructure that positively benefits our children. The opportunity to provide feedback on a range of issues to school leaders is valued by the parents of St Joseph's and we hope that communication and productive conversation continues well into the future.

Victor Patrzala
President
St Joseph's Laurieton Parents and Friends Association

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School, Laurieton is part of the Camden Haven Parish which serves the communities of Laurieton, Bonny Hills, Kendall, Kew, Dunbogan, Heron's Creek, Lake Cathie and North Haven, from which the school families are drawn.

Last year the school celebrated 66 years of Catholic education.

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

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

- Participation in the Sunday Liturgy by the provision of special Children's Liturgy of the Word and Masses.
- Active participation in the Parish Sacramental programs for Confirmation, Reconciliation, and Eucharist.
- Financial support for Caritas, Catholic Missions and the St Vincent de Paul through Mini Vinnies.
- Membership of the Parish based Companions in the Faith Program.
- Inviting parishioners to school based liturgies and activities such as Mother's Day, Father's Day, Grandparents Day, school feast day, Easter ceremonies etc.

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, Laurieton 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	15	8	7	11	16	12	16	85	91
Female	11	18	20	3	11	14	13	90	89
Indigenous <i>count included in first two rows</i>	2	3	3	1	4	1	6	20	23
EALD (Language background other than English) <i>count included in first two rows</i>	0	0	0	1	0	0	0	1	3

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

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

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	96.4%	94.4%	92.8%	91.5%	94.6%	90.0%	92.4%	93.2%



2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	13
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	10
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	9

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.72%. This figure is provided to the school by the CSO.

There were few changes in existing class teaching personnel during 2018, however, additional funding also enabled the appointment of a STEM teacher, a part time Child Psychologist and Speech Therapist and a Teacher Assistant for supporting students with social/wellbeing needs.

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:

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. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's Restorative Justice Program, which underpins all school discipline matters.

In 2018, the school ran a number of support programs and initiatives to promote values and student wellbeing. These included: Sand Play therapy & counselling services, passive play clubs, Seasons for Growth, Zones of Regulation, and Making Jesus Real.

In addition, students were involved in a range of outreach activities, including twice per term visits to the local nursing homes where classes participated in Healing Masses and spent time entertaining and speaking with the elderly residents.



Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.

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.

- The school participated in the DOLSIS Insight SRC process supervised and supported by the Catholic Schools Office. Insight SRC offers the school the opportunity to review the effectiveness of all aspects of school life and to implement strategies for school improvement. During Insight SRC surveys of staff and a number of parents and students were conducted to gauge the opinion of all members of the school community. The results of this process contributed to the formation of our Annual School Plan. Additionally, a School Improvement Team was formed to address data provided by this process.
- Parents were also surveyed through the Parents & Friends Association with regards to the use of fundraising for major spending projects. As a result parents had a direct say in the purchasing of equipment and the organisation of community building activities as outlined in the parent report above.

3.0 Teaching and Learning

3.1 School Curriculum

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

- The school's Leader of Pedagogy (LOP) assists teachers to use data to track student progress in Literacy and Numeracy and plan for achieving growth for students at all levels of all ability. The LOP also assists teachers to differentiate their lessons to cater for the different learning needs of their students within each class.
- Students experiencing difficulty with their learning are supported by a number of specialist teachers and teacher assistants who run intervention programs including: Extending Mathematical Understanding, Minilit, Star Reading, Words Our Way and Reading Doctor.
- Using data gathered from the Insight SRC process, teachers identified student learning needs and implemented Inquiry Based Learning activities where possible into classroom practice. To extend Inquiry Learning opportunities students participated in design tasks in Science and STEM. A specialist STEM teacher was employed by the school in 2018.

The school continues to work towards developing 21st Century pedagogy. This pedagogy underpins learning across the school, and is supported by the appointment of a Leader of Pedagogy teacher (Kindergarten to Year 6) and additionally an Instructional Leader for classes from Kinder to Year 2.



Success Criteria and Student Goal setting were introduced as a result of Professional Learning Team meetings.

The school's 2018 Improvement Plan had a strong focus on achieving learning growth in Literacy and Numeracy, in particular in the areas of creating texts and solving mathematical problems in real world contexts. This is accomplished through collaborative planning by teachers to ensure that best practice strategies are being implemented in all classes.

To enrich students' experiences in the area of Performing Arts the school has appointed a dedicated CAPA teacher for all grades who also coordinates opportunities for students to view productions by professional performers throughout the year.

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

- Community religious events such as: Prayer services for Anzac Day and Remembrance Day; attending Healing Masses at the local nursing homes; leading parish Stations of the Cross; and School Captains attending the World Day of Prayer celebrations at the nominated local church group with a focus on the country of Suriname in 2018.
- Dance, singing and drama opportunities such as: participation in the Taree and Port Macquarie Eisteddfods in choir and dance events; participation in community Christmas Carols; attending the Manning Entertainment Centre in 2018 to watch a live theatre production of Roald Dahl's "George's Marvellous Medicine." The school also contracts the Brisbane based Multisport company Dance Fever for sport for one term per year. The pinnacle of performing arts participation in 2018 was the whole school production "Bringing Stories to Life."
- Sports gala days and local competitions including: Schubert Sevens Rugby League competition; Girls League Tag Carnival Port Macquarie; Hastings Schools Touch Football Gala Day; and the Hastings Zone Soccer and Netball gala day (hosted by St Joseph's Laurieton).
- National and Community events such as: Harmony Day, Day for Daniel, National Day of Action Against Bullying and Violence, Camden Haven Show, NAIDOC celebrations, and the Farmer's Drought Appeal in 2018.

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, 15 students presented for the tests while in Year 5 there were 26 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, Laurieton, 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, Laurieton 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	13.0	24.7	13.0	20.2	27.0	12.8	20.0	7.2	13.0	3.8	13.0
Writing	10.9	7.0	36.0	13.0	24.3	20.0	18.4	40.0	5.4	20.0	2.8	0.0
Spelling	25.8	7.0	25.0	27.0	21.0	20.0	13.7	13.0	8.0	27.0	4.4	7.0
Grammar and Punctuation	30.9	20.0	16.8	7.0	23.2	33.0	12.5	20.0	8.2	13.0	4.2	7.0
Numeracy	17.8	7.0	25.7	13.0	26.5	40.0	16.6	20.0	10.1	20.0	2.1	0.0

Year 5 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	17.4	15.0	20.9	8.0	23.8	35.0	19.6	31.0	11.2	12.0	4.5	0.0
Writing	4.6	0.0	11.5	4.0	27.2	35.0	35.9	50.0	11.5	12.0	7.0	0.0
Spelling	14.6	4.0	22.7	31.0	31.1	35.0	17.7	19.0	9.3	12.0	3.6	0.0
Grammar and Punctuation	18.1	4.0	18.1	15.0	29.1	50.0	16.2	15.0	11.0	8.0	4.9	8.0
Numeracy	12.5	8.0	19.7	27.0	25.9	27.0	26.3	38.0	12.1	0.0	2.6	0.0

The results from NAPLAN demonstrate pleasing growth in varying areas in 2018. Students from St. Joseph's Primary School Laurieton, when considering the average scaled score of growth from Year 3 to Year 5, outperformed the State in every sub area of NAPLAN. This is a testament to a multitude of Tier One, Two and Three intervention programs that have been adopted across the school, as well as the dedication of staff to continually improve their teaching practice. The development and implementation of whole school agreed practices has also contributed to consistency across the school and this has also had a positive influence on results.

Specifically, as shown from the results in the table, the percentage of students from Year 5 reaching the top two bands in Numeracy are higher than those in the State. This has been a consistent outcome for the past three years and is a result of restructuring teacher timetables and implementing Mathematics programs that are known for increasing student engagement and results.

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. 2018 results show that students in Year 5 have a lower representation in the bottom two bands compared to other similar schools and all other schools across the State.

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
Seven Steps to Writing Success	29/03/2018	Maria Wilson
Staff Spirituality Formation	30/04/2018	School Leadership team
Mathematics Block K-6 Planning Rich learning tasks	23/07/2018	Jessica Watts
Australian Science Curriculum	15/10/2018	School Curriculum Leaders

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

Activity	Staff numbers	Presenter
Writing Leadership Workshops	3	CSO
Introduction to the Maths Block and Rich Tasks	4	CSO
K-6 Learning Progressions as a Teaching Tool	5	CSO
A balanced Literacy Block	9	Lee Denton

The professional learning expenditure has been calculated at \$7904 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, Laurieton requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's 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.



4.3 Discipline Policy

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

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

4.4 Anti-Bullying Policy

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

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office 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">• Provided a term Liturgical and class prayer calendar which included school events of interest to parents and parishioners.• Explored creative ways to involve further commitment, dedication and involvement of families in the sacramental processes of the school and parish.• Maintained and further developed the Making Jesus Real program for the students.• Continued to implement essential Pastoral School Programs.	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none">• Link the connection between the model of Jesus and our social justice practices based on our Foundational Values and the Catholic Social Teachings.• Include parents/carers in social justice initiatives by sharing these experiences with them in a range of ways.• Develop a rigorous and engaging Religious Education curriculum.

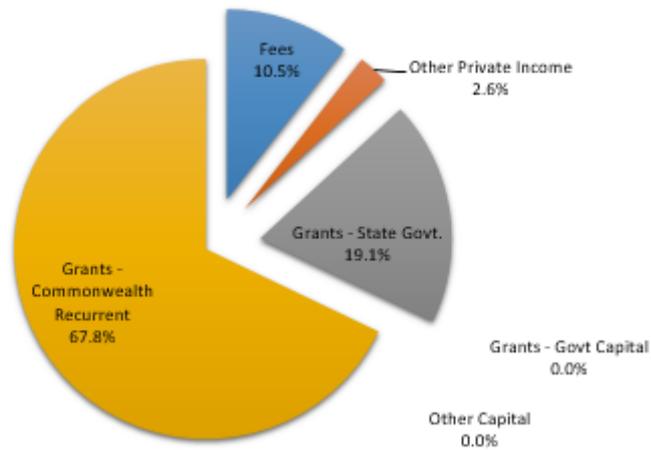
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Installed a Sensory Garden and expanded passive play clubs to cater to students' needs. • Continued to become a more environmentally friendly school. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Raise the profile of environmental stewardship.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Developed a school response to the Australian Curriculum based on diocesan advice. • Built, expanded and enhanced the focus on diagnostic assessment of writing. • Built, expanded and enhanced the focus on differentiated learning and Tiered Interventions (including enrichment and extension). • Developed an understanding of the explicit steps of Problem Solving to enhance students' mathematical skills. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Teachers will identify their own area of professional precision in regards to the English Block and use this to improve teaching practice. • Teachers will use formative assessment practices during the English block to inform their teaching. • Teachers will use whole school agreed practices in the Mathematics Block to provide rich and engaging learning tasks.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Staff: Encouraged and improved communication between all levels of staff. • Staff: Reviewed and considered innovative timetable strategies to support the introduction of professional learning communities. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Develop and implement new initiatives in school and community partnerships to increase connectedness and stronger collaboration with families.

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 LAURIETON



2018 EXPENSE - St Joseph's Primary School LAURIETON

