

# Annual School Report

## 2021 School Year

St Joseph's Primary School, South Grafton



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South Grafton NSW 2460

Phone 02 6642 2899

[moodle.sgrafplism.catholic.edu.au](http://moodle.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 2022 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 [moodle.sgrafplism.catholic.edu.au](http://moodle.sgrafplism.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 and so that students can live life to the full.

The students' achievements and accomplishments were showcased throughout 2021. 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 2021 the school:

Whilst COVID-19 restrictions did limit opportunities and prevent students from participating in State or National competitions, St Joseph's did conduct a Chess competition in which a quarter of the school participated and a Chess champion and runner-up were recognised at our annual awards day.

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 2021 the school:

- Students could not participate in many of the usual events due to COVID-19 restrictions.
- Students participated in National Simultaneous Story Time and Dress up Day with the theme space. They listened to an astronaut read a book from space.
- Students participated in the Jacaranda Youth Banner display and gained first place.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:

- Seventeen students attended the Clarence Zone Swimming Carnival held in Coffs Harbour. One student represented the school at the Lismore Diocesan Swimming Carnival in Murwillumbah.
- Twenty-four students attended the Clarence Zone Cross Country Carnival held in Grafton. One student represented the school at the Lismore Diocesan Cross Country Carnival in Grafton.
- Four students trialled at Clarence Zone Sports Trials and two students trialled at the Lismore Diocesan Sports Trials.
- Twenty-seven students were selected to attend the Clarence Zone Athletics Carnival, however due to Covid-19 restrictions this event was not held.
- St Joseph's was successful in the application for a Sporting Schools Grant in Terms 1 and 4. This grant was used to offer a coach delivered lawn bowls program in Term 2. In Term 4, the grant was used to run teacher delivered programs for softball and table tennis. The grant was also used to purchase new sporting equipment to assist teachers in the running of these programs.



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

During 2021, the activity of the Parents and Friends was limited due to COVID-19 restrictions and all planned fundraising activities did not proceed.

As COVID-19 restrictions again eased, volunteers were then welcomed back for canteen duties.

Alanna Thrupp  
President  
Parents and Friends

## **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 Grafton, South Grafton, Coutts Crossing, Ulmarra, Waterview Heights, Eatonsville, from which the school families are drawn.

Last year the school celebrated 163 years of Catholic education.

The parish priest Father Joe 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:

Students were given opportunities to help the marginalised in the local community through involvement with the SVDP (St Vincent de Paul) society. During the winter months, a group of Minnie Vinnies students knitted squares which were later made into a rug with the support from local parishioners. The rug was later donated to St Francis Aged Care facility in Grafton for those in need.

During October, students participated in Socktober and generously raised funds for the mothers and children in Thailand through the Australian Catholic Mission. Students created a 'sock ball' and learnt about the reality of children in third world countries whose situations of need contrasted greatly from their own. Students were invited into experiences to understand, to empathise and take action to help make a positive difference in the lives of others less fortunate than themselves using a 'head, heart and hand' pedagogical approach.

Participation in Project Compassion saw students and families reach out and support Catholic social teaching to people from third world countries through acts of simple giving. Money raised for the marginalised was donated to Caritas Australia. Students were inspired through the words and actions



of Pope Francis, as they aspired to 'not want more' but to 'be more' as they journeyed through the season of Lent.

Involvement in the celebration of 200 Years of Catholic Education saw students and families have a deepening faith in the future of Catholic Education. The 'Faith in the Future' message gave recognition of the school's continued contribution of faith-centred quality Catholic education and its formation, partnership and development of students, parents and the Parish to the wider community. An account of the school's history in the local parish and diocese, pioneered by the Sisters of Mercy, was also contributed to a document featuring the Diocesan Catholic Education timeline.

This year, Father's Day, Mother's Day and Grandparent's Day attracted Covid-19 restrictions. However, as for National Reconciliation Week, students and their families were recognised and appreciated for their contributions and support in the lives of the students and school community.

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 2021	TOTAL 2020
<b>Male</b>	6	12	10	9	10	7	4	58	50
<b>Female</b>	6	8	2	9	10	4	7	46	44
<b>Indigenous *</b>	3	2	1	1	2	2	2	13	12
<b>EALD *</b>	0	1	0	1	0	1	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 such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and 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 2021 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
89.7%	90.6%	89.9%	87.9%	90.5%	86.6%	86.6%	88.1%

## 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 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 12 teacher(s) accredited with NESA, 9 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 5 non-teaching staff.

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94.0%. This figure is provided to the school by the CSO.

Last year there were some significant staff changes as one staff member left for maternity leave, another left as they gained a position at another local school. A new teacher was employed for Term Four.

## 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.
- 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. Anzac Day and Remembrance Day community commemorations and school gatherings saw student involvement in community service, honouring and paying their respects to the men and women who had died while serving and protecting our country. Students participated in services displaying respect and responsibility.
- Acts of stewardship and the responsibility to care for our environment, modelled by Pope Francis' Statement on Climate Change, were taught to guide students to be good stewards of the earth.

Stage Three explored class-based activities on Pope Francis', Laudato Si': Care for Our Common Home. Resources were provided to teachers to engage their students in ways to respect the harmony and dignity of creation. Students were encouraged to think differently and on how they could protect and contribute to a healthier Earth.

- The school models and teaches students about respect and responsibility in a number of ways such as, daily class Christian meditation and prayer to nurture reverence and respect amongst students. Whole school prayer, liturgies and masses foster the guiding teachings of Jesus and the Scriptures and promote Catholic identity within our school and community.

## **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 2021 staff were surveyed regarding various school practices, staff prayer and the reporting system. These were completed via a google form, results collated and discussed at a staff meeting. Improvements were then made for the next reporting process and for staff prayer going forward.

Student voice was gathered on playground opportunities. Students indicated that they would like more soccer time on the bottom oval and so this was immediately actioned.

Through newsletters and face to face discussions, parents were encouraged to provide feedback to the school. Parents have approached staff members with feedback to improve sporting and playground opportunities for children.

## **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.

- St Joseph's Primary School continued to implement inquiry based learning which is underpinned by the Walker Learning Pedagogy. 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.
- 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.

The school continues to work towards developing the inquiry and research approach of Walker Learning. Students in Year 4 participated in a 'Design Challenge' where they were required to design a Bee house to protect bees from threats around them. Students in K-2 continued to investigate for the first hour of each morning as part of the Walker Learning Approach (WLA). For the remainder of the day the KLAs linked to the morning WLA session.

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

- Sacramental learning and teaching. This year saw preparation and reflection with students from St Mary's for Confirmation.
- Faith formation programs for students such as Accendure and Exuro.
- Weekly K-6 class masses.
- The newly introduced Walker learning program reflects a Catholic lens and links directly to units of work being taught in the classrooms.
- Drum band lessons and participation at the ANZAC march.
- The St Vincent de Paul Society, where students helped prepare Christmas food hampers.
- The Salvation Army Toy Run appeal, where students donated new toys for families at Christmas time.
- The End of Year Awards Presentation.
- Swimming, athletics and cross country sporting carnivals.

## **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, 18 students presented for the tests while in Year 5 there were 10 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, school and student performance are 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 students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.



**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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	22.0	17.6	22.0	17.6	19.0	11.8	13.0	5.9	8.0	29.4	3.0	11.8
<b>Writing</b>	20.0	0.0	37.0	18.8	23.0	25.0	9.0	37.5	4.0	12.5	2.0	6.3
<b>Spelling</b>	23.0	10.0	23.0	40.0	20.0	10.0	13.0	30.0	7.0	0.0	5.0	0.0
<b>Grammar and Punctuation</b>	22.0	5.6	24.0	16.7	19.0	27.8	10.0	11.1	6.0	27.8	4.0	11.1
<b>Numeracy</b>	14.0	5.9	22.0	11.8	27.0	29.4	19.0	35.3	10.0	11.8	3.0	5.9

**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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	16.0	9.1	25.0	27.3	27.0	27.3	18.0	18.2	8.0	18.2	3.0	0.0
<b>Writing</b>	8.0	0.0	17.0	0.0	33.0	9.1	27.0	45.5	10.0	27.3	3.0	18.2
<b>Spelling</b>	15.0	0.0	28.0	10.0	24.0	10.0	17.0	40.0	8.0	10.0	4.0	30.0
<b>Grammar and Punctuation</b>	13.0	0.0	21.0	0.0	27.0	20.0	20.0	80.0	9.0	0.0	5.0	0.0
<b>Numeracy</b>	10.0	0.0	21.0	27.3	29.0	45.5	24.0	27.3	10.0	0.0	3.0	0.0

As can be seen from the data we have an increase in Year 5 students in the top 2 bands for Reading and Numeracy. We acknowledge that we have no students in the top 2 bands for Writing and Grammar & Punctuation and are now using small group writing instruction to target students with the aim of future improvements. Writing is also our whole school Clarity focus. These groups will also help future improvements to reduce the number of students in the bottom two bands for writing and spelling as these have increased over the past two years.

We have an increase in Year 3 students in the bottom 2 bands for Reading, as a result of this, small group targeted interventions have been established in Stage 1 classrooms and Reading is the focus of our School Improvement Plan.



### 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 2021 were:

Staff Professional Learning Activity	Date	Presenter
CLARITY SDD	22/03/2021	Anne Forwell, Lee Denton, Mandy Hughes, Donna Bancroft, Carole Reinhard
CLARITY	19/04/2021	Anne Forwell, Lee Denton, Mandy Hughes, Donna Bancroft, Carole Reinhard
Proclaim	05/05/2021	Joe Stewart, Donna Bancroft
Whole School Learning and Teaching Beliefs and Practices	17/06/2021	Anne Forwell, Lee Denton, Mandy Hughes, Donna Bancroft, Carole Reinhard
First Aid	16/12/2021	Adam Jarrett

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

Activity	Staff numbers	Presenter
STAR	1	CSO
EMU	1	CSO
Clarity	5	Lyn Sharratt
Trauma informed schooling	1	Berry Street
Walker Learning Mentoring	3	Earlylife
Walker Learning PL via zoom	6	Early life
Graduate Formation	2	CSO

The professional learning expenditure has been calculated at \$3355 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

##### [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**

##### **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.

##### **Discipline 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 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. Relevant sections of the policy are also published in the student diary and it is available on the school's website. There have been no changes to this policy this year.

#### **4.4 Anti-Bullying Policy**

##### **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

##### 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. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
<p><b>Mission of Jesus Christ</b></p> <ul style="list-style-type: none"> <li>• Making Jesus Real and the Spirit of Jesus was consistently promoted at assemblies and through the newsletter enhancing Christ centered values throughout our school community.</li> <li>• Teachers continued to effectively permeate the curriculum with Catholic values and tradition.</li> <li>• Opportunities were provided to foster authentic witness by staff and students to embrace their faith through the student discipleship formation programs, Minnie Vinnies, Breakfast Program and Staff Proclaim.</li> </ul>	<p><b>Mission of Jesus Christ</b></p> <ul style="list-style-type: none"> <li>• Explore opportunities to reconnect with the Parish Community.</li> <li>• Raise awareness and promote community service opportunities across the whole school.</li> <li>• Rejuvenate and encourage spirituality and religiosity development of staff.</li> </ul>
<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• In 2021, Stage 1 students were provided with intervention in STAR and EMU groups.</li> <li>• Across the school intervention was provided for students in need resulting from COVID disruptions.</li> <li>• Case management meetings were modelled and introduced across all stages (Grades K-6).</li> </ul>	<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>• To implement quality formative assessment that informs teaching practice will lead to growth in reading for all students.</li> <li>• For professional learning team meetings to focus only on data and teaching practice.</li> <li>• For case management meetings to be implemented across all stages.</li> <li>• 2022 Yr 1 phonics assessment when completed will show that 75% of students are on track.</li> <li>• Reading benchmark levels by the end of 2022 will be;</li> </ul> <p>80% kinder students L8 or above.  80% Yr 1 students L17 or above.  80% Yr 2 students L20 or above.  80% Yr 3 students L24 or above.</p>



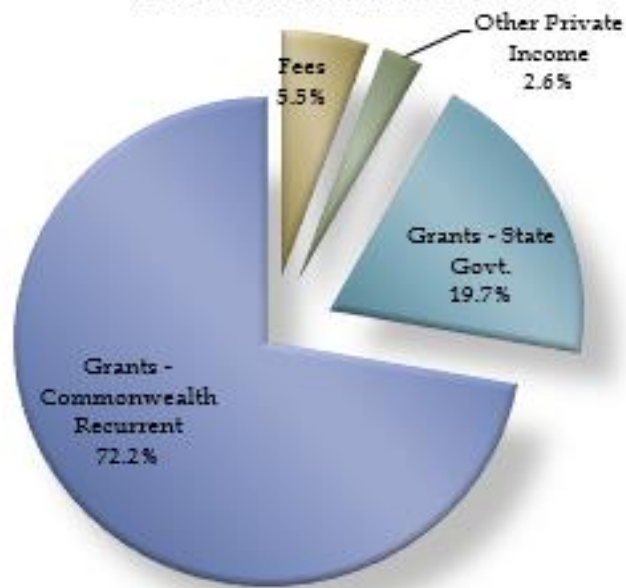
	<p>90% Yr 4 students L30 or above.</p> <ul style="list-style-type: none"> <li>• Year 3 2022 NAPLAN data measure of success for reading will show that 85% middle bands and above.</li> <li>• Year 5 2022 NAPLAN data measure of success for reading will show that 85% middle bands and above.</li> <li>• PROBE2 data will show that all students progressed 2 set levels over the year.</li> </ul>
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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 2021 is presented below:

## 2021 INCOME - St Joseph's Primary School GRAFTON SOUTH



## 2021 EXPENSE - St Joseph's Primary School GRAFTON SOUTH

