

St Joseph's Primary School Junee



St Joseph's Primary School Junee.

2017 Annual Report

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About this Report

St Joseph's Primary School Junee is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about **St Joseph's Primary School Junee's** performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the **St Joseph's Primary School Junee** community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors the **St Joseph's Primary School Junee** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to **St Joseph's Primary School Junee** newsletters and other forms of communication. Further information about **St Joseph's Primary School Junee** be obtained by contacting the **St Joseph's Primary School** or by visiting the **St Joseph's Primary School Junee** website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

St Joseph's School provides a stimulating, supportive and safe learning environment with hardworking and dedicated staff.

Staff teach and plan collaboratively with their grade partners, to ensure that students are well prepared for 21st century learning, by following the precepts of collaboration and teamwork, creativity and imagination.

critical thinking and problem solving.

Each student in Stage 2 and 3 has their own chrome book which was purchased for them by the Parents and Friends Association. This has provided the senior students with skills in Information Technology that enables them to move into their secondary schooling well equipped for the changing environment of education. Students in stage 1 and Early stage 1 have chrome books and iPads to enhance their learning and help them learn how to access and use technology.

The Parents and Friends Association continues to provide assistance to continuously upgrade technical resources for all the student body, so that every student is being prepared to take their place in an ever changing global world.

Each classroom has access to a smart TV's and this is having a positive impact on the learning environs of each classroom opening up possibilities that encourage students to be collaborative thinkers, planners and workers in a society that is constantly evolving.

This year has been very enriching with many accomplishments to celebrate. The support and assistance of parents and the wider community has been an integral factor of our supportive, safe, friendly and productive school.

Message from the Parent Body:

We've had a productive year as the P&F. Our school and local community are great supporters. We've had a very successful event called Bricktastic with Lego enthusiasts coming from near and far to Junee. We had our bi-annual Debutante Ball, which was a great night for local debutantes. We also had smaller fundraising events as canteen at the athletics carnival and a lucky draw goodie-bag stall at the Junee Businesses and Trades Fair (Christmas on Broadway). We're always very close to releasing a local phone book, with plenty of local advertisers supporting the publication. All these activities have enabled the school to purchase readers, maths supplies and 40 Chromebooks. And it will help the school with purchasing materials needed for our new school buildings, the build started in February this year. And the P&F can't wait for our children to start using their new classrooms and modern learning spaces. We have a great turnout at each meeting and are very appreciative of all the parents and carers that support our committee and activities.

Message from the Student Body:

We are grateful for all the opportunities that are provided in our Catholic school.

We enjoy the independence of using our own Chromebook to learn about new things.

We see the advantages of working together with to improve and challenge our learning.

We love the opportunities to experience different sporting activities and the chance to express ourselves through the various arts.

We continue to try to be like Jesus - caring, kind and loving!

St Joseph's school is a place where people support you no matter what and you always feel safe here. A lot of learning opportunities are provided for all students, including new ways of understanding Mathematics, the enjoyment of English, History and Geography and the chance to take part in a range of Creative Art activities as well as a school that provides great sport for all students.

At our school, all students are encouraged to follow the way of Jesus, through our actions and words.

Older students take care of younger children and work hard to set the example for them. Our teachers set standards and we respect and embrace them.

We have a wide range of technology practices and these are being developed constantly. Our new school, that is under construction, will provide bigger, better and exciting learning opportunities for us all.

One of the students in our class recently summed up our school, St Joseph's... "It is a better place for me because the students are welcoming and I feel safe and a part of this outstanding school."

Section 2 : School Features/Context

St Joseph's Junee is located in a small rural community, approximately 40 kilometres from Wagga Wagga.

The school is a coeducational school and has an enrolment of 138. All classes are single stream, except for stage 3.

Aside from the Principal, the school has an Assistant Principal, a Religious Education coordinator, and 8 classroom teachers. All members of the executive are classroom teachers. The school has a secretary, an Administrative assistant, 3 Teacher assistants, a grounds person and a canteen manager.

The school community values its connection with the past and the Sisters of Mercy who established the first Catholic School in Junee in 1888. From this connection to the past comes our connection to the present. The school community works closely with the Parish and the wider community to establish its role as a vibrant and educationally rich institution that prides itself in educating students for their future.

Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
78	60	5	8	138

*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

St Joseph's Primary School adopts the following policies and procedures from the Catholic Schools Office Wagga Wagga (which are all accessible on Schools Web):

- [Enrolment Policy](#)
- [Enrolment Procedures](#)
- [Collection of Student Attendance Information](#)
- [Acknowledgement by Parent seeking admission of a child whose fifth birthday falls between 1 June and 31 July](#)
- [Enrolment Information Collection Advice](#)

RATIONALE

The Catholic School is a community whose mission is to provide its members with an education which takes place in an environment formed by Gospel values and the authentic teachings of the Church. All members of St Joseph's community have a duty to work towards the achievement of this.

The Principal is responsible for enrolments, in accordance with the CSO Enrolment Policy for Diocesan Systemic Schools.

Continuing Enrolment:

Enrolment at this school is continuing. Deep consideration is given to students continuing enrolment if their behavior warrants suspension or expulsion. This is not done lightly and is done in consultation with the Parents/ Carers, Parish Priest and School Consultant. Parents must accept and support the codes of conduct, attendance policy and the behavior codes at interview, and be made aware of consequences if these are not adhered to.

School Fees:

It is expected that fees be paid regularly and this is discussed at interview. At no time will a student be excluded for this school if fees are not paid. Direct deposit is the preferred method for fee payment. Parents who are struggling to pay fees will be asked to commit to a minimum weekly requirement of \$5.00 to show they are committed to alleviating their debt. Debt collection will be put in place to retrieve fees owing if it is considered practical and if the family leaves the school.

Priorities for Selection:

- Catholics from within the Parish of St Joseph's Junee
- Siblings of students already enrolled at the school
- Catholics outside the Parish
- Non-Catholic students in agreement with Catholic ethos

Enrolment Procedure

- Children commencing Kindergarten should be at least five years of age by 30th May in the year that they commence Kindergarten. It is a strong recommendation that children turn five in the year prior to enrolment. Variations from this guideline must be discussed with the Principal and comply with school policy on flexible and accelerated progression.
- Parents/ Guardians must sign the form that acknowledges the seeking of admission for a child whose birthday falls between June 1 and July 31.

- Enrolment applications must be completed on the official 'Application for Enrolment' form and lodged at the school by the said date. All relevant documents, as per the enrolment form at the time of lodgement must accompany the enrolment form.
- Parents with their prospective child, may be invited to attend an interview with the Principal of the school to assess the readiness of the child.
- Parents are notified verbally of their child's acceptance at the school. This is followed up by a letter.
- Education of a child in a Catholic School requires commitment of parents to the payment of the Term School Fee Account.
- No child will be denied placement in our school because of the inability to play the term account. Personal circumstances and commitment in principle and practice to the life of the school and Parish will be of primary consideration in confidentially determining (with the Principal) an agreed strategy for the payment of any debt.
- In accepting enrolment, parents are strongly urged to participate to the best of their ability in the social and fundraising activities of the school.
- Families with children who have additional / learning needs are required to inform the Principal at the time of application for enrolment. This is so that the necessary support structures can be put in place to ascertain the best strategies to support children to meet educational goals.

Disability Discrimination Act 1992

This Act states that the only justifiable defence for refusing the admission of a student with disabilities is if the applicant, if admitted, "would require services or facilities that are not required by students who do not have a disability and the provision of which would impose unjustifiable hardships on the education authority." The document states that "it is vital to realize that this defence of unjustifiable hardship is only available to schools at the point of admission. Once the disabled student has been admitted this defence is not available."

It is therefore important to ascertain that the Diocese will be able to provide adequate support for the integration student. If there is some doubt about the school's ability to cater adequately for an integrated child, then this should be discussed with the relevant school and Diocesan staff and an ascertainment meeting organized.

Readiness for School

In cases where there is uncertainty on readiness for school either because of age (May/June/July birthdays) or additional / learning needs:

- Contact is made with the pre-school regarding readiness for school
- Children are observed at pre-school by Learning/Teaching officer and/or Kinder teachers and/or Principal
- Discussion with pre-school teacher is undertaken
- Another meeting with parents and all parties concerned
- Ongoing consultation with C.S.O. Education Officer

School Open Day.

This is held halfway through term 3. Prospective families are invited to the school, through the Newsletter and Social Media to attend the school for an Open Day. Families are given an enrolment pack which includes all information they need for enrolment, and enrolment form and information about the school.

Kindergarten Interview.

An interview time is scheduled for the parent/ child to meet with the Principal later in term 3. The Principal can chat with the parent/child and ascertain if there are any special circumstances that need addressing, get a "feel" for the readiness of the child and answer any questions or concerns.

Orientation to School.

Prospective Kindergarten students attend school for a full Friday from weeks 2 to 6 in term 4. This gives the prospective kindergartens a chance to become familiar with school and its routines.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

Student Attendance and Retention Rates

Year	Attendance %
Kinder	91
Year 1	94
Year 2	91
Year 3	92
Year 4	92
Year 5	93
Year 6	91

The average student attendance rate for 2017 was 92%.

Regular attendance at school is essential if students are to maximise their potential. St Joseph's Junee, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff/ school staff as part of their duty of care, monitor part or whole day absences.

St Joseph's Junee staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the **school** community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with the school's attendance policy.

Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	10
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
10	6	16

*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	0
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

The staff at St Joseph's Primary School have had many opportunities for Professional Development in 2017, both as a whole staff and as individuals.

Professional Development accessed by the staff included:

Staff Spirituality days, Connections, a3 Music, Principal and leadership conferences, Connections, NSIT training, RE network days, BBI, Principal and leadership retreats, Best Start, SENA and Observation Survey training, State Action Plan school data collection training, Learning Support Professional Development, New to Teaching, CPR, Curriculum Review Training, literacy and numeracy network days, Leadership coaching, Peer coaching, Digital pedagogy, Musica Viva, system orientation, Quicksmart literacy, Behaviour system development, Safeguarding Children, Naplan on line training, EMU maths training, positive partnerships.

These Professional Development opportunities have allowed staff to further their growth in the profession and to present quality classroom instruction

Section 5: Catholic Life and Religious Education

St Joseph's Junee follows the Wagga Wagga Diocesan Religious Education Curriculum, ***Sharing Our Story***.

Catholic Heritage

With strong links to the Mercy Sisters and their teaching St Joseph's school continues the traditions of Catholic Education begun in 1889. Many families still have connections to the Mercy Sisters and this heritage is still relevant today.

Lay staff began working at St Joseph's School in the 1930's and there were still nuns living and working in the convent in the 1980's.

St Joseph's School is proud of its heritage and connection with the past as we work with the students and their families of the present.

Liturgical Life of the School:

As in all Catholic schools, Liturgy plays a very important part in our daily life.

Classes participate in whole school and class liturgies and Paraliturgies. Each class is responsible for preparing a Mass or a Liturgy and parents are invited to attend. Each week begins with a whole school Prayer and a teacher is responsible for preparing and delivering this. Students are aware of the seasons of the Church and participate in relevant celebrations or liturgies to commemorate these significant events. Each year the whole school presents an Easter Paraliturgy that portrays the events of Holy Week and Easter.

Staff and Student Faith Formation

The Parish Priest has presented staff development days around the liturgical life of the Church. Staff have the opportunity to participate in retreat programs offered by the Diocese. Year 5 and 6 receive The Sacrament of Confirmation every second year, whilst year 2 make their first reconciliation and year 3 their First Holy Communion each year.

The school staff have begun work on Missionary Discipleship and this will add to the Faith formation of all staff.

Social Justice

The students of St Joseph's Primary School support one another through a successful peer support program that enables each child to be a positive contributor to their school and its place in the local community.

Students are also aware of social justice issues that surround the elderly and infirm in the local community. Regular visits to the nursing home and the hospital ensure that students are aware of the needs of our community.

The staff and students work closely with one another to ensure that we follow a practice of Restorative Justice, where every day is a new day.

The school promotes inclusivity and everyone is accepted and cared for.



Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Section 6: Curriculum

The School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

St Joseph's School follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

St Joseph's School provides tuition in all Board of Studies approved courses. Religion is also part of the curriculum at St Joseph's School. Staff and students participate in a music program which is delivered by external providers.

It is an expectation that all students from year 1 to year 6 do homework each night that consists of reading and spelling. Kindergarten have sight words to learn and are given take home readers as they demonstrate competency. Stage 3 teachers may set more detailed assignments during the year.

An OOSH facility runs from the St Joseph's School Multi-Purpose Centre which enables students from this school and other local schools to access afternoon care.

There are many opportunities for students to participate in extra curricula programs that are run in the town. These include dance and music, netball, basketball, football, swimming club and gymnastics.

These activities give students the opportunity to mix with their peers in the community and become part of the town and its environs.

Section 7: Student Performance in State- Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	5	10	20	15	14	14.3	9.5
Band 5	20	45	35	15	14	4.8	23.8
Band 4	30	10	15	25	28	30.6	28.6
Band 3	35	10	0	20	23	38.1	19.0
Band 2	0	20	20	5	14	14.5	14.3
Band 1	10	5	10	20	4	4.8	4.8
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	6	0	12.5	18.8	0	8.2	7.0
Band 7	43.8	18.8	31.3	6.3	25	50.0	12.5
Band 6	37.5	18.8	31.3	43.8	37.5	12.5	50.0
Band 5	0	56.3	12.5	12.5	25.0	18.8	18.8
Band 4	6.3	0	6.3	6.3	6.3	6.3	12.5
Band 3	6.3	6.3	6.3	0	6.3	6.3	6.3

Section 8: Pastoral Care and Well Being

Pastoral Care and Well Being.

The students of St Joseph's Primary School support one another through a successful peer support program that enables each child to be a positive contributor to their school and its place in the local community.

AS this is a small school, staff are well aware of families in need. The Well Being Committee meets once a week to discuss issues. These issues are also part of the staff meeting agenda and the executive meetings.

Staff run a breakfast program 3 mornings a week and a wellbeing group runs at lunch time for those who find the program difficult.

Student Well Being and Management Policy:

Purpose

At St Joseph's our Student Wellbeing and Management Policy stems from our school Vision and Mission Statement.

'As a Catholic educational community, centred on Christ and the values of the Gospel. We are committed to the development of the whole person, recognising, valuing and celebrating the individuality of each member of our school community.

Policy Principles

At St Joseph's School, through their commitment to the Gospel, staff work together to;

- create an environment in which teachers can exercise their right to teach, students can exercise their right to learn without interruptions and where parents' rights to expect a quality education for their children can be fulfilled.
- assist students to make responsible choices about their behaviour and to accept the consequences of those choices
- create a positive, respectful environment where students, staff and parents can work together to assist students to solve problems in a manner which will enhance self-esteem and promote responsible behaviour choices
- develop healthy, respectful relationships based on an approach to behaviour choices which is consistent throughout the school and understood by all.

Expectations

- Restorative Practices (See appendix 1) will be used in our school to assist students in taking responsibility for their own behaviour and to restore healthy relationships. This school supports and values open communication between home, school and students.
- All members of staff model respectful behaviours to students at all times and explicitly teach positive behaviours.
- All staff members are required to follow the same process for behaviour choices in the classroom, playground and whenever students are representing the school.

The Behaviour Management Policy explicitly prohibits the administering of corporal punishment.

Behaviour Expectations at St Joseph's:

These 4 rules are the rules in place for all members of our community to promote positive behaviour.

- **Right place, right time, right task.**
- **Friendly words and actions.**
- **Play fair, care and share.**
- **Learn and let learn.**

Affirmation of positive behavior:

Teachers will use their discretion and organise an end of term class reward for all students that have not been to a coaching session.

This may take the form of: A class party, a class movie, etc.

At the end of the year, any student who has demonstrated consistent misbehaviour will not be able to attend a whole school behaviour bash.

Using affirmation for positive behaviour supports motivation in each student to achieve their ultimate potential in all aspects of their school life. By using the elements of fair process, positive relationships are modelled and developed (Restorative Practices).

Recognition of this affirmation can occur in a number of ways such as:

- verbal and written affirmation.
- stickers and rewards.
- visiting other classes/teachers to share their work.
- recognition through presentation at assembly
- publication of work in school newsletter.
- acknowledgement of positive work and behaviour on staff notice board.
- consultation with parents in informal discussions and parent/teacher interviews.
- recognition by Principal.
- end of year school awards at Presentation Night.

Teaching of Positive Behaviours:

- Teachers are expected to explicitly teach the required behaviours to students ensuring that they understand what the desired and undesired behaviours entail.
- The Behaviour expectations are written and displayed on posters in each classroom, the library, the MPC and the playground.
- All staff will follow the guidelines for promoting positive behaviour
- All staff will follow the steps for managing inappropriate behaviour

Managing Inappropriate Behaviour:

Staff will manage inappropriate behavior in the following way:

All students will receive a warning. This will be implemented by following the procedures outlined below.

Warnings.

1. Reminding of the rule is a warning.
2. If others have been warned in front of others, this will be considered as a warning.

Steps.

1. Student reminded of rule and then if behaviour continues
2. Removed to a time out area in the classroom.
3. Time out in buddy room and if behaviour continues
4. Lunchtime coaching and Principal / parent involvement.

Procedure for Coaching:

If a student needs a coaching session this will take place in the first 20 minutes of lunch in the Principal's office.

- Teachers will be rostered on to coach.
- Students who are to attend a coaching session will be told by the classroom teacher or a duty teacher that they need to bring their lunch and a pen/ pencil to the office at the 12.55 bell
- If an incident happens at the end of lunch or in the afternoon session they will be coached the following lunch time.
- A text message, note, or email to the Assistant Principal, the Principal and the coaching teacher is all that is needed to communicate who will be attending sessions.
- If a child does not attend either the Assistant Principal or Principal will follow it up.
- **Please note that any staff member, including, Teacher Assistant's, office staff and casual teachers may recommend a student for coaching.**
- Coaching teachers should fill in the relevant details in the coaching folder located in the Principal's Office so there is record that can be tracked. (See appendix 2)
- Parents will be informed by either the Assistant Principal or Principal if a child has attended a coaching session.

- The session should be completed by 1.30.
- Rostered on teacher will run a restorative session
- Any child who has had a coaching session may be excluded from the class end of term reward.
- If behaviours continue and the child has participated in 2 coaching sessions, parents will be invited to meet with the Principal to discuss alternative options which may or may not take the form of external or internal suspension. If this happens:

Principal to discuss: -

1. The legal and pastoral responsibilities of the parents during the time of the suspension.
2. School responsibility for providing learning materials.

****In the case of severe verbal abuse or grave misbehaviour which puts the safety of others at risk or another's property, it may be necessary to suspend the student immediately or accelerate a student to an action step that is most appropriate to deal with the misconduct.***

It is essential to refer to the Catholic School's Office policies regarding this matter.

Managing Serious Offences

Managing Serious Offences is to be read in conjunction with the Anti-Bullying and Teasing Policy and the Pastoral Care Policy.

A serious offence is defined in terms of activities or behaviour which seriously:

1. Undermines the ethos of the Catholic School.
2. Affects the right of teachers and/or students to participate in teaching and/or learning processes.
3. Endangers the physical and/or emotional welfare of the students and/or teachers.
4. Interferes with the daily running of the school.

Procedure for managing serious offence:

- Classroom teachers should notify the Principal immediately when they become concerned about a child's behaviour.
- Consultation from appropriate agencies is to be sought to identify any behaviour needs and underlying factors for the behaviour as soon as practical. (eg wellbeing committee, wellbeing worker from CSO)
- At the earliest time convenient counselling should be arranged for 'at risk' students.
- Support group to be established to enable all parties affected to meet and work together to prevent the possibility of the situation escalating. A support group consists of Principal, parents, classroom teacher, support personnel and as appropriate the child. Details of meetings are to be documented.
- The School's Consultant is to be notified as soon as the school realises that it has a potentially serious problem. He/she co-ordinates the provision of the Diocesan support agencies.
- Corporal punishment is never to be used as a form of punishment.
- Prior to the suspension of a student, the Principal must obtain the permission of the Parish Priest and the Director of Schools. The conditions of re-admittance are to be made clear to the parent and child at the time of the suspension. A student may not be suspended for any more than three consecutive school days.
- Should all processes fail or the degree of the offence is so critical, it may be necessary for a student to be expelled. Should this circumstance eventuate the rights of all individuals must be respected. Accurate documentation must be maintained.
- Prior to the expulsion of a student, the Principal is obliged to seek the permission of the Parish Priest and the Director of Schools.

This policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

Discipline Policy

Rationale

In keeping with our vision of respecting the dignity of each person and our desire to promote the achievement of potential within each student, the staff of St, Joseph's Junee have formulated a discipline policy to assist with the effective running of the school.

Aims

Our school philosophy aims to promote restorative practices. To that end teachers are encouraged to commence each year with 'norm-setting' in their class to assist in the promotion of a positive environment. Regular review of these norms are recommended.

Organisation

Our school operates on five core values of faith, service, learning, caring and stewardship as identified in Bishop Hanna's Mandate (2011). At St. Joseph's Christ is Our Way and therefore we are STARS, because we **Stop, Think, Act, Reflect and Support**.

These five values are linked to our norm setting. Children are guided in learning to become self-responsible and to know what these values look like, sound like and feel like both in the classroom and on the playground.

At St. Joseph's because we are STARS we:

1. Play safely and fairly
2. Include everyone
3. Care for each other
4. Show pride
5. Have a go
6. Care for our belongings

For those students who find it difficult to work within school expectations, a plan of action in keeping with Diocesan expectations will be implemented.

Discipline Procedures

Playground procedures are outlined in Appendix One. Teachers are encouraged to use a similar system in their own classroom, which is to be negotiated at the start of each school year.

If students choose not to follow the school norms, they will be given the opportunity to be a part of a restorative practice session in which they will:

- Outline the incident that occurred
- Identify who was affected and how were they affected?
- Identify an appropriate solution/consequence for the situation
- What behaviours will be different in the future?

Should the behaviour of a student seriously interfere with these aims a decision may be taken to suspend or exclude the student from the school. Behaviours warranting consideration of suspension and/or exclusion would be:

- behaviour disruptive to student's own learning and/or to others learning
- aggressive or dangerous behaviour
- drug related behaviour
- sexual harassment of other students or teachers
- bullying/intimidation
- cyber-bullying within the school or using the Myschool Suite.
- other behaviours believed to warrant action

Written records are to be kept of all relevant interviews with students, parents, and counsellors regarding suspension and/or exclusion of students.

CORPORAL PUNISHMENT IS NOT TO BE ADMINISTERED UNDER ANY CIRCUMSTANCES NOR DOES IT CONDONE THIS OUTSIDE THE SCHOOL ENVIRONMENT.

Anti Bullying Policy

Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Rationale:

St. Joseph's School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:

The aims of this policy are to reinforce within the school community what bullying is, and the fact that it is unacceptable. Therefore, everyone within the school community needs to be alert to signs and evidence of bullying and they have the responsibility to report it to school staff whether they have observed bullying and teasing happening or if they have been a victim.

All reported incidents of bullying are to be followed up appropriately and support is given to both victims and perpetrators. Parental and peer-group support and co-operation at all times will be sought.

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- Bullying can be physical, verbal or psychological. Cyber bullying is also addressed as being a real instrument of bullying.

To prevent bullying and teasing in our school the following will occur:

- Professional development for staff relating to bullying, harassment and proven counter measures.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Restorative practices are implemented and used across the school
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and Principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour (Joey of the week)
- Once identified each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. Procedural fairness will be used at all times.

Students and staff identified by others as bullies will be informed of allegations.

- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the St. Joseph's Behaviour policy.

Consequences for students may be:

- exclusion from class.
- exclusion from playground
- school suspension.
- withdrawal of privileges

Responsibilities:

The teachers at St. Joseph's School have the responsibility of:

- Giving children the strategies to deal with bullies.
- Implementing bullying and teasing programs in the classroom and playground.
- Ensuring every child feels safe and secure.

The parents of St. Joseph's School have the responsibility of:

- Watching for signs of bullying and teasing in their child or that their child is the bully.

- Talking to their children about bullying
- Reporting to the school if they think their child is being bullied or teased.

The students of St. Joseph's School have the responsibility of:

- Telling someone if they are being bullied or teased.
- Helping others who are being bullied or teased.
- **NOT BULLYING OTHERS.**

Reporting of bullying:

- The persons involved in the incident will be spoken to immediately by the teacher on duty, the classroom teacher, the Assistant Principal or the Principal.
- All teachers should follow the procedures consistent with our Behaviour policy.

Initiatives Promoting Respect and Responsibility

The students regularly visit the elderly in the Nursing Home and the hospital. They also visit the preschool.

Students raise money for Catholic Mission, St Vincent De Paul and the leukaemia and cancer council. Students provide donations of food for Christmas hampers and through these activities they are aware of the issues which surround the poor and needy in the town and parish.

Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all schools in the Diocese. **All schools are to have a link to the Complaints and Suggestions Policy on the school/ website.**

The implementation of this policy is monitored by the Catholic Schools Office.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Section 9: School Review and Improvement

Each year the **School develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The **School** engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

2017 Annual Improvement Plan

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators / Evidence of Improvement
Catholic Life & Mission	Develop staff understanding around Missionary Discipleship to assist in the development of our school culture.	Students being able to articulate the meaning of Missionary Discipleship with a firm understanding of what it 'looks' like	<ul style="list-style-type: none"> Staff development day with the theme of Missionary Discipleship to develop understanding. Ongoing reflection on Missionary Discipleship at dedicated staff meetings. 	Staff and Students are able to articulate what Missionary Discipleship is and its role in our school.	REC School Exec	CSO Missionary Personnel	All staff and students aware of the message of Missionary Discipleship.
Pastoral Care & Wellbeing	Building and maintaining positive and caring relationships between staff, students and parents.	Students, staff and parents are able to communicate positive and negative opinions, and feedback, more effectively within a culture of respect.	<ul style="list-style-type: none"> Implement a well-being committee Rewrite school rules to reflect Kids Matter Peer Support program Revise the parent code of conduct to reflect the practices that we are implementing 	Launch of new Behaviour system to parents, students and wider community.	Principal Executive Teachers	Feedback tools Peer Support program/ focus CSO staff	A positive culture is embedded and evident through the way in which staff, students and parents communicate and interact with each other.
Student Learning & Pedagogy	Improving student learning outcomes in Mathematics.	Higher proportion of students achieving at or above the national minimum standards in NAPLAN and the age appropriate levels in PAT, SENA and EMU	<ul style="list-style-type: none"> Set norms around the coaching model that will be delivered by the targeted Maths teacher at our first professional learning day for term 1 Targeted Maths teacher sets aside time weekly for in-depth staff discussion of achievement data and of strategies for 	Redevelop our assessment plan so that teachers are recording and analyzing data every 5 weeks with relevant and timely feedback	Targeted Maths teacher Executive	Access CSO support to deliver coaching models. Targeted Staff meetings 3 times per term Assessment plans PAT Best Start	Students are able to articulate and reflect on their goals and then further develop the goals for continual improvement Teachers and

		(compared to our results in 2016)	<p>continuous improvement</p> <ul style="list-style-type: none"> • A consistent approach to maths goal setting in classrooms (teaching and learning), and the collection and analysis of assessment data discussed during designated staff meeting time 3 times a term. • Teachers and students being able to articulate their specific goals • Build a school culture of continuous improvement 	<p>k to students</p>		<p>SENA NAPLAN EMU</p> <p>Flexible curriculum delivery arrangements</p> <p>Allocation of appropriate resources</p>	<p>executive provide regular and timely feedback which reflects evidence of improvement</p>
<p>Strategic Leadership & Partnerships</p>	<p>Implementing consistent practices of communication to engage parents and the wider community in the education of our students.</p>	<p>The development of the home-school partnership through effective communication about student learning. Parent involvement in their child's education</p>	<ul style="list-style-type: none"> • Engaging parents in the goal setting process of their children • Implement parent/teacher interviews at a more strategic time and include the students in the process 	<p>End of Term 1 meetings with parents and students.</p> <p>Parent feedback.</p>	<p>Principal Executive Teachers Parents Students</p>	<p>Using Principal's discretionary days effectively to release teachers to have meetings with parents</p>	<p>Parent feedback is used to gauge the difference their engagement has made in their child's learning</p>

2017 Annual Improvement Plan Summary of Evidence for: St Joseph's Junee

Strategic Priority Area	Improvement Targets 2017	Evidence of Improvement	What worked Well and why?	Where to Next?
Catholic Life and Mission	Not achieved	<p>Not able to roll out in Semester One due to new REC transition.</p> <p>REC met with CSO personnel and began work towards a staff development day.</p>	Support from School leadership in understanding and prioritising existing issues at school.	Staff development in relation to Missionary Discipleship using CSO assistance. Roll out to students. Prioritise for 2018 with a dedicated staff development day at beginning of term 2.
Pastoral Care and Wellbeing	Communicate positive and caring relationships	<p>Use of language around school from Positive Behaviour Management.</p> <p>Positive adjustments in student behaviour.</p> <p>There have been minimal, if any reported incidents of negative behaviour since introducing our positive behaviour plan.</p> <p>Introduction of a breakfast club has meant that students finding it difficult to settle first thing in the morning have the opportunity to chat with the TA's and the Principal before school in a comfortable environment. Teachers have reported that these students are happy and settled on their entry to the classroom.</p> <p>Extra funding for TA time has helped severely traumatised students build positive relationships with a trusted adult. School is now a safe and happy place.</p>	<p>Offering different environments for the students - library. Increased involvement of counsellor in classrooms which allows students to be in a non confronting and more manageable space</p> <p>Students are happy to withdraw from confronting situations and seek a designated safe place rather than leave school grounds because of the efforts of the well being committee and TA's</p> <p>Use of school counselor in classrooms has allowed for the development of programs to assist students to deal with situations in a positive way. This has lessened the time that staff would spend dealing with the situations.</p>	Continued PD in Positive Behaviour Management - whole school approach to promote positive behaviour.

<p>using AITSL standards.</p>	<p>Staff, through PD, learn how to deliver effective feedback to one another and to students.</p>	<ul style="list-style-type: none"> • Goal setting and learning intentions with both students and staff • Professional development: AITSL Effective Feedback Tool • Professional Development for staff on the use of the Progressions continuum to effectively track student progress. • Professional Development at staff meetings. • Professional development day delivered by Bernadette Gibson and Mark Moriarty on 30th April 2018. 			<p>performance and development at my school? What is my role in the performance and development cycle? How can I ensure I get the most out of my goal setting?</p>
<p>Building and maintaining positive and caring relationships between staff, students and parents.</p>	<p>Students, staff and parents are able to communicate positive and negative opinions, and feedback, more effectively within a culture of respect.</p>	<ul style="list-style-type: none"> • Continue with our well-being committee • Continue implementing our new school rules • Peer Support program • Ensure new parents are aware of our school's parent code of conduct and school rules and ensure the documents remain live online 	<p>Principal Executive Teachers Parents School Counsellor</p>	<p>Peer Support program/focus CSO staff AITSL feedback tool</p>	<p>A positive culture is embedded and evident through the way in which staff, students and parents communicate and interact with each other.</p>
<p>Our story enhances our Catholic identity as Missionary Disciples</p>	<p>Staff are able to articulate the school's history and effectively pass that information on to parents and students and the wider school</p>	<ul style="list-style-type: none"> • Staff meetings focussing on the story/history of the school • Revisit the school's history/symbols • Looking at ways to enhance the visible Catholic identity of the school 	<p>Executive REC Sr Anne</p>	<p>Parish priest School records Parish records Local historians Town library/museum Parishioners</p>	<p>Staff and students are aware of the school and parish history. Visible representations of the school's history are evident in the new building. The school community is aware of the</p>



	community.	<ul style="list-style-type: none">• Update the school's Religious Education resources• To consider renaming our sports houses to align with the history of the school			significance of the symbols in the new building.
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Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

Parents are the primary educators of their children and are always welcome at **School/ College**. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the **School** has used a variety of processes to gain information about the level of satisfaction with the **School** from parents, students and teachers.

The school works closely with the Parish, the Parents and Friends and the School Council to ensure that all stakeholders have an input into the school.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%		

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%		

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%		

Financial Report

