



St Joseph's Primary School Junee

# 2018 Annual Report

Principal: Mrs Jane Addison

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## About this Report

St Joseph's Primary School Junee is registered by the NSW Education Standards Authority. Catholic Education Diocese of 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 St Joseph's Primary School Junee parents and the wider community with fair, reliable and objective information about 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 Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of 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 the St Joseph's Primary School Junee may be obtained by contacting the St Joseph's Primary School Junee or by visiting the St Joseph's Primary School Junee website.

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## **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 21<sup>st</sup> century learning, by following the precepts of collaboration and teamwork, creativity, critical thinking and problem solving and imagination

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 chromebooks 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 Promethium TV 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.

Our biggest achievement has been the completion of our new buildings, enabling us to begin 2019 in a completely new school.

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## **Message from the Parent Body**

The School Council has met four times in 2018 and there were a number of topics that were covered at each of the meetings. I'd like to thank the outgoing school councillors for their time and welcome the incoming members for 2019.

The School Council discussed a number of topics including the school building, school fees and the structure of the school fees, teacher resources, academic reporting, the schools vision and mission statements, the school museum, school grounds, school signage, school house names, fund raising, the Bede and Mona Hart scholarship, school choir, the sports program, uniforms, student numbers as well as other minor issues.

With the recent change in structure of school councils, the main aim of the 2018 school council was to make sure we supported the staff at our school. The school council tried to achieve this through making sure the school had the right culture and the teachers had the facilities to be able to concentrate on doing their job well. It's difficult to see an improvement on this straight away but we are hoping that the results will be more noticeable over time.

We understood that the current changes to the school building was one of the largest changes to school since it started and we were in a unique situation where we could reinvent parts of our school community and culture to implement them with the new school building. We were also extremely conscious of trying to make sure the long history, people and stories of the old school was preserved in the new walls.

The building of the new school has provided some limitations and has been difficult at times especially with regards to space for the children to play, the condition of the grounds and safety of the school community particularly at pick up and drop off. The school and building staff have done an excellent job to try and minimise any issues and we are extremely thankful to everyone involved for their commitment.

A huge thank you must be given to those people that have put so much time into getting the school building project through to finish and we are extremely excited about the future benefits, not only for the children but also the greater school community in the years to come.

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I would also like to take this opportunity to thank the staff of our school for their commitment to our children. There are a lot of parts to a good education and we believe that the staff do their best to provide the opportunities for the students. Hopefully the school council has made their jobs a little bit easier. We look forward to 2019 with great anticipation and also hope that we have helped provide a solid base for the new look St Joseph's Primary School in the years to come.

### **Message from the Student Body**

We are grateful for the opportunities we are given at our catholic school this new year.

We enjoy all of the new technology and independent working we are given.

We love the opportunities we are given to play sport and experience different activities. We like to work together to learn different things about each other. We always try to be like Jesus - loving, kind and caring.

We are very lucky to have a church at our school and Father Michael.

St Joseph's school in a place where you are supported by all of the staff and the students. This is a place you will always feel safe.

There are many great subjects provided for the students and new ways to understand them.

Older students take care of the younger children and set examples for them.

We respect our teachers and let them teach us. We are given chromebooks to work on and a big open space to learn

in. Everyone is always made to feel welcome by the students and by the staff..

The students love this school and we thank everyone who is involved in our education.

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## 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 133.

All classes are single stream, with an emphasis on numeracy and literacy support, through the intervention of specialist teachers who work specifically in these areas to better support students with their academic goals.

The students have access to a school councillor, a specialist teacher who works to support the SWD students and an Aboriginal Education worker.

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.

Recent research has unearthed some wonderful history associated with our school and this is being honoured as we move into our new learning spaces in 2019.

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### Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Indigenous	Total
57	76	7	7	133

\*Language background other than English

#### Enrolment Policy

Catholic Education 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 Education Diocese of Wagga Wagga.

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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](#)

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## **St Joseph's Junee Enrolment Policy:**

### 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

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## Enrolment Procedure

- Children commencing Kindergarten should be at least five years of age by 30<sup>th</sup> 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 pay 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 confidentiality 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.

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## 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 of 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 preschool 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.

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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 Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

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## 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	90%
Year 1	93%
Year 2	92%
Year 3	90%
Year 4	92%
Year 5	89%
Year 6	91%

The average student attendance rate for 2018 was 91%.

Regular attendance at school is essential if students are to maximise their potential. The school, 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, school staff as part of their duty of care, monitor part or whole day absences.

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School 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 well being 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 Education Diocese of 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 Catholic Education Diocese of Wagga Wagga policy and procedures.

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## 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
<b>A</b>	Those having formal qualifications from a recognised higher education institution or equivalent	13
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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d. The following information describes the staffing profile for 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
13	4	1

This number includes full time teachers and 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 Education Diocese of Wagga Wagga.

Staff at St Joseph's Junee undertook Professional Learning throughout the year. The staff received Professional Development in the following:

- CSNSW Governance Training Modules 1-8
- WHS,
- Analysing MAI data
- Women in leadership conference
- QELI
- K-6 Curriculum effective feedback
- Gittens and Anglotti retreat
- Senior First Aid

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- CPR
- PLP planning
- Effective feedback
- WHS
- Sue Larkey, Middle leaders
- Progressions training
- Ob survey training
- Beginning teachers mentoring
- Writing Workshop K-2 Webinar
- ESI Network
- Reading Recovery
- AECL handwriting
- Dyslexia and reading difficulties
- Growth coaching
- Managing challenging conversations
- Differentiation for all learners' conference
- Quicksmart literacy
- Managing Challenging Behaviours
- Autism Workshops
- 21<sup>st</sup> Century Learning Spaces

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## **Section 5: Catholic Life and Religious Education**

St Joseph's Primary School 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**

Sister Anne Hagan from Catholic Education Wagga Wagga has presented staff development days on the History and heritage of St Joseph's School.

These workshops have been the basis for the developing and recognition of our school's history, and the people who contributed to our past.

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 continue to work on Missionary Discipleship and this adds to the Faith formation of all staff.

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## **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**

Catholic Education Diocese of Wagga Wagga 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.

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## Section 6: Curriculum

St Joseph's Primary School follows the NSW Education Standards Authority syllabus for each subject offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

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

Our school offers opportunities for students to be supported in literacy through the Reading Recovery and Quicksmart programs, and in numeracy through the use of a Targeted Maths Teacher, Students are also supported in classrooms by specialised teachers and teacher assistants to support students in accessing the curriculum.

There are many opportunities for students to participate in extracurricular 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.

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## Section 7: Student Performance in Statewide 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 overall through the strands of Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 6	11.1	0	10.1	33.3	5.6
Band 5	38.9	11.1	22.2	16.7	22.2
Band 4	33.3	33.3	33.3	38.9	50.0
Band 3	11.1	55.6	16.7	5.6	22.2
Band 2	5.6	0	11.1	0	0
Band 1	0	0	5.6	5.6	0

Year 5	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Band 8	5	5	15	5	0
Band 7	10	0	5	35	10
Band 6	30	15	35	35	20
Band 5	25	40	30	0	45
Band 4	20	15	10	15	20
Band 3	10	30	5	10	5

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## **Section 8: Pastoral Care and Well Being**

### **Pastoral Care**

#### **Rationale:**

The members of our school community have a right to be supported with care and compassion

in their endeavours, crises and celebrations. Pastoral Care at St. Joseph's School is a total expression of our school service to all members of the school community.

#### **Aims:**

To build a community where every person is accepted, respected and feels safe and secure. Through words and actions, the members of the St. Joseph's School community will know they are valued and have a significant contribution to make to our school. At St. Joseph's School all members endeavour to make pastoral care a total expression of Gospel values in our daily lives.

#### **Implementation:**

The implementation of this policy will permeate all aspects of school life. A community of care will be established where individuals know they will be supported in their endeavours, crises and celebrations.

- All members of our school community will feel valued and recognized for their self-worth.
- The students of our school will know of the structures in place to keep them safe while at school.
- Efforts and achievements of the school community will be recognised at fortnightly assemblies and through the newsletter.
- Our school community will promote an environment where all members are confident and supported to take risks, socially, professionally and educationally.
- All members of our school community will realise their responsibility in the building of a safe, loving and just community.

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- Centacare support programs are available to all students and families through a school councillor.
- Members of staff will utilise restorative practices training as part of our pastoral care.
- Peer support programs run throughout the school. These can take the form of special days/theme days where the students work in peer and buddy groups.
- The staff and students are supported by the CSO in regards to regular communication with CSO personnel to identify student needs and offer the support with Intervention programs.
- A wellbeing committee headed by the Inclusion and Diverse Learning Teacher will be in place and wellbeing will be a staff meeting agenda item
- A breakfast club is in place to support students who have difficulty in accessing their classroom of a morning. This runs on Monday, Wednesday and Friday mornings. Students are invited to discuss any worries, or concerns at these meetings and set themselves up for a successful day.
- All students have access to school camps and excursions and attention is given to needs of families and students.
- The school community provides support for pastoral care across all KLA's.
- Year six students are encouraged to participate in High School orientation days in order to make the transition easier.

## **Well Being Policy**

### **Rationale**

The purpose of a wellbeing policy is to establish agreed guidelines that aim to develop the most conducive atmosphere for teaching, learning and personal growth. As teachers and educators we have been charged with the responsibility for making children aware of our community's attitudes and values which are reflected by acceptable standards of behaviour.

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Therefore, we hope to provide an atmosphere where children learn:

- That we have a personal relationship with Jesus by providing an atmosphere that encompasses prayer and reverence amongst staff and students.
- To have an understanding of the Gospel values to develop a faith based relationship with Jesus.

## **Aims**

Through our examples as teachers we know that:

- each student will have an education that is professional, current, relevant and integrated, by staff who are committed to lifelong learning
- We provide leadership that models service to others by being active members of the parish, school and local communities.
- We offer each student the opportunity to develop leadership qualities that will serve them and their community, now and in the future.
- Discipline is just and fair so that it nurtures strong values and morals that promote self-responsibility and good citizenship

## **Parents' Role**

- To support the school and staff in implementing the school rules and behaviour system and to abide by the parent code of conduct.

## **Student's Role**

To follow our 4 school rules.

Friendly words and Actions

Learn and Let Learn

Play fair, Share and Care

Right Place, Right Time, Right Task

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## Discipline Policy

The Discipline Policy at St. Joseph's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It also aims to maximise opportunities for learning and teaching.

We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Norm-setting, and
- The provision of time out for students so that teachers can teach more and manage less.

Students develop their own set of Classroom Norms and Consequences in cooperation with the teacher. Classroom consequences are agreed, logical, clear and appropriate. As a guide, class rules may encompass the following:

- Communication eg. 'talking rule'; hands up; working noise
- Learning eg. on task expectation; how to ask for help
- Movement eg. in and around the room; lining up; chairs
- Treatment eg. the way we treat one another; property; furniture
- Problem Solving eg. the way we 'fix up' problems with others
- Safety eg. use of equipment; safe behaviour.

The Principal is involved in dealing with inappropriate behaviour which is repeated, illegal, dangerous or totally unacceptable. The school does not hesitate to contact parents when behaviour and discipline issues arise at this level. Parents will be called immediately to come to the school and remove their child if a student reaches the suspension or exclusion level of the discipline policy.

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## **Corporal Punishment will not be used at St Joseph's Primary School.**

### **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.

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- 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.

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*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**

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese..

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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## **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 Catholic Education Diocese of 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 Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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## Section 9: School Review and Improvement

Each year an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga 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.

### Annual Plan 2018 *St. Joseph's Primary School - Junee*

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
Improving student learning outcomes in Mathematics and Literacy by using effective feedback	Higher proportion of students achieving at or above the national minimum standards in NAPLAN and the age appropriate levels in PAT and EMU (compared to our results in 2017)	<ul style="list-style-type: none"> <li>Targeted Maths teacher sets aside time weekly for in-depth staff discussion of achievement data and of strategies for continuous improvement</li> <li>A consistent approach to maths and literacy 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.</li> <li>Teachers and students being able to articulate their specific goals</li> <li>Build a school culture of continuous improvement</li> </ul>	Targeted Maths teacher  Executive  CSO personnel	Targeted Staff meetings fortnightly  Assessment plans  PAT Best Start NAPLAN EMU  Flexible curriculum delivery arrangements  Allocation of	Students are able to articulate and reflect on their goals and then further develop the goals for continual improvement  Teachers and executive provide regular and timely feedback which reflects evidence of improvement

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<p>School staff to develop a culture of effective feedback 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"> <li>Professional development focusing on Professional Learning Communities in Action document</li> <li>Goal setting and learning intentions with both students and staff</li> <li>Professional development: AITSL Effective Feedback Tool</li> <li>Professional Development for staff on the use of the Progressions continuum to effectively track student progress.</li> <li>Professional Development at staff meetings.</li> <li>Professional development day delivered by Bernadette Gibson and Mark Moriarty on 30th April 2018.</li> </ul>	<p>School executive and CSO personnel.</p>	<p>appropriate resources</p> <p><a href="http://www.aitsl.edu.au/tools-resources/how-can-i-support-effective-peer-feedback-in-my-school">www.aitsl.edu.au/tools-resources/how-can-i-support-effective-peer-feedback-in-my-school</a></p>	<p>Getting started survey – How do I perceive 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"> <li>Continue with our well-being committee</li> <li>Continue implementing our new school rules</li> <li>Peer Support program</li> <li>Ensure new parents are aware of our school's parent code of conduct and school rules and ensure the documents remain live online</li> </ul>	<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 community.</p>	<ul style="list-style-type: none"> <li>Staff meetings focussing on the story/history of the school</li> <li>Revisit the school's history/symbols</li> <li>Looking at ways to enhance the visible Catholic identity of the school</li> <li>Update the school's Religious Education resources</li> <li>To consider renaming our sports houses to align with the history of the school</li> </ul>	<p>Executive REC Sr Anne</p>	<p>Parish priest School records Parish records Local historians Town library/museum</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>

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				Parishioners	significance of the symbols in the new building.
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Priority Key Improvements for 2019

## Strategic Planning

### Annual Plan 2019 St Joseph's Primary School, Junee

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
<b>Priority Area: Mathematics</b> Focusing on extending students in mathematics - guiding all student with enabling and extending prompts and facilitating in using appropriate strategies with a continual growth. At least one years worth of growth.	Check in after a focus each term on targeting specific students particularly stage 2 and 3. Evidence is improvement in Growth Points, the strategies students are using as they develop in their mathematical knowledge.	Staff Collaboration Meeting to begin Teacher planning time Professional Reading to support Data Analysis to inform teaching	TMT Classroom Teachers Principal	Professional Readings on differentiation (Marian Small, Peter Sullivan) , higher order thinking. St Brendans and St Joseph's collaboration meetings.	Staff meetings to collaborate on student progress in outcomes. Staff coaching session to guide facilitating the learning Observation of students extending their knowledge and applying their skills. Tracking targeted students to see growth termly, have their strategies improved-stagnated
<b>Priority Area Writing</b> To optimise student outcomes in English, with an emphasis on writing	Student to achieve a minimum of 35% growth in Writing (NAPLAN)	Engaging with staff to improve the differentiation practice to meet the needs of all students through the cycle of documented assessment, curriculum planning, and shared pedagogical practices.	Early literacy teacher Principal All staff	Early literacy teacher SAP intervention	Develop a shared understanding of the teaching and learning model and evidence based pedagogy to support student learning. Develop assessment strategies to monitor and measure effective teaching and learning
<b>Priority Area Data.</b> To develop a	Data will be analysed and used to improve students	Staff will receive Professional Development to provide them with strategies to use and	Wellbeing committee, school	CEDWW wellbeing and	Staff will use a wide range of whole school internal and external

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<p>systematic approach to the school wide analysis of data</p>	<p>growth. Students will be expected to show growth. If growth is not evident then measures will be put in place to ensure that growth will occur.</p>	<p>analyse evidence of improvement and regression over time and measure success and growth using a data wall.</p> <p>Utilise a google form to collect data on student/ staff well being and engagement twice a term. Data displayed and used to analyse the well being of all staff and students to inform work on wellbeing. Staff to spend time at staff meetings twice a term to analyse data gathered. Data can come from various sources. Data should show growth.</p>	<p>executive, <b>IDL teacher</b></p>	<p>Pastoral care team, Centacare</p>	<p>data to systematically improve student outcomes. There will be a particular emphasis on analysing data for Numeracy and English and analysing behavioural and well being data especially with identified groups.</p>
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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 **St Joseph's School**. 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.

### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%		

### Student Satisfaction

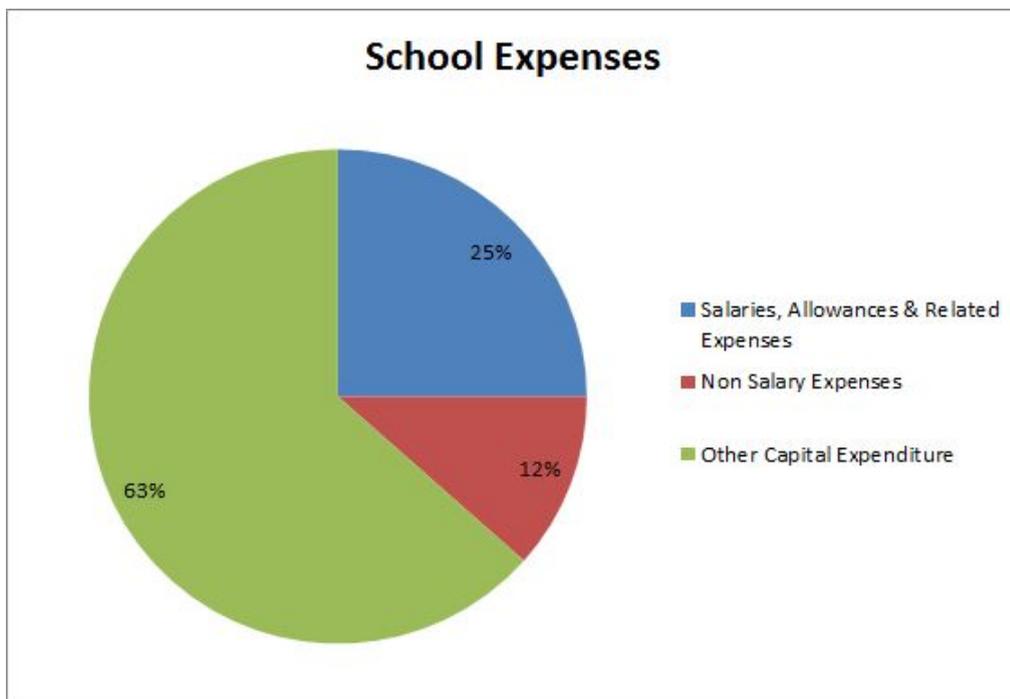
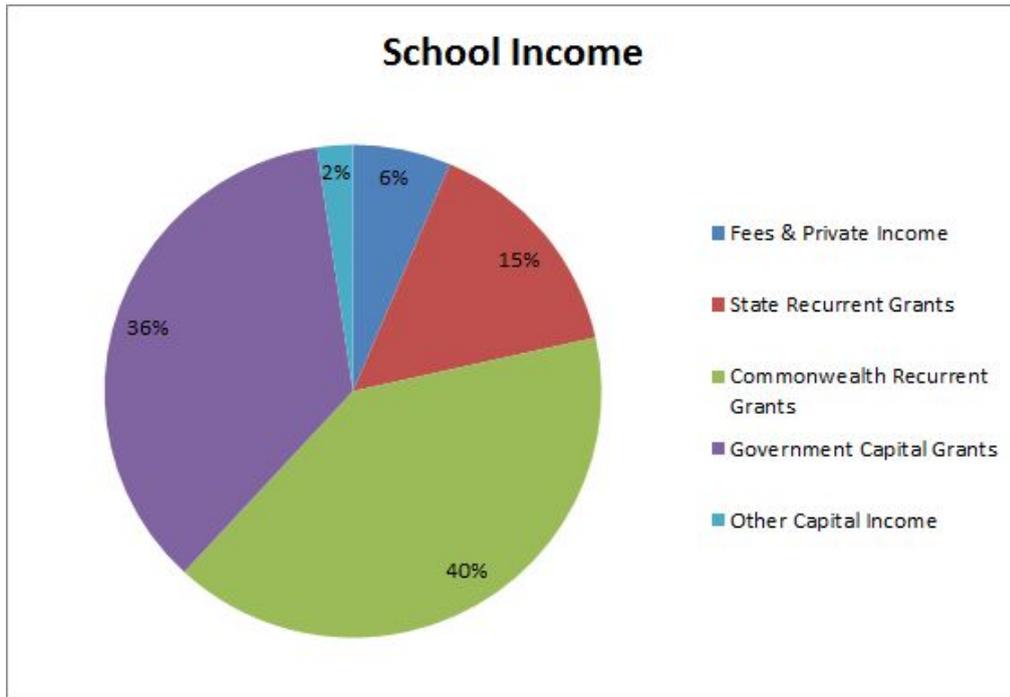
Highly Satisfied	Satisfied	Dissatisfied
100%		

### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%		



## Financial Report



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