



St Joseph's Primary School
Wagga Wagga

2017 Annual Report

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About this Report

St Joseph's Primary School, Wagga Wagga 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 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, Wagga Wagga 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 St Joseph's Primary School as 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 newsletters and other forms of communication. Further information about St Joseph's Primary School may be obtained by contacting St Joseph's Primary School or by visiting the St Joseph's Primary School website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

St Joseph's School is centrally located in Wagga Wagga, New South Wales adjacent to St Michael's Cathedral. The nearby Murrumbidgee River offers a picturesque backdrop to the city and the vicinity is enjoyed by the school throughout the year. The school and parish have a very close partnership and work cooperatively for the community.

At St Joseph's, the faith of students is nurtured and encouraged through the religious education program and many social/emotional, pastoral and missionary programs. Teaching staff are committed to the Catholic faith and to the religious formation of each child.

In addition, a wide range of teaching and learning opportunities are provided for all students academic, social and physical development. St Joseph's is a safe and caring environment and staff are dedicated to ensuring the best outcomes for all our students.

The school motto 'Deo Omnia' (All things for God) inspires us to do our best in all aspects of personal and school life under the inspiration of St Joseph. We aim to follow in his ways in gentleness, kindness and dedication. St Michael, St John Paul II, Nano Nagle and St Mary MacKillop are the names of our four house teams.

St Joseph's was established by the Presentation Sisters and today the school continues to operate in the charism of their founder, Nano Nagle. The school community strives to build a culture where students are encouraged and supported to grow confidently in all aspects of their education.

St Joseph's offers a positive learning environment that respects the learning of all. Teaching staff are committed to ensuring all students have the opportunity to learn well.

During 2017, the school staff continued to develop programs and policies and their own expertise, offering a broad range of opportunities for the students' learning needs. A highlight in 2017 was the school concert at the end of the year. The school community is very proud of its level of excellence in giving all students the opportunity for a well-rounded education.

Kathy Gaskin - Principal

Message from the Parent Body

Another great year for the school community in every sense has drawn to an end. The St Joseph's School Council has overseen and been part of some fantastic work in and around the school and it has been great to be part of the changes.

We've seen and shared in some great results academically, artistically and in sport from all year levels in the school which stands testament to the high standards set and achieved by all at St Joseph's.

Mr Simon Wallace stepped down as council chair this year after many years of service. On behalf of the council, I would like to thank Simon for his contributions to the school over the years.

Mr Paul Spain presented a renewed Information & Communication Technology strategic plan to the council before he left to take up the Principal's role at St Brendan's Primary in Ganmain next year. The result will be immediately visible in the form of new Chromebooks, Desktop Computers and classroom screens across the school. I would like to thank him, the school staff and the council for their work on this and look forward to seeing the many ways in which classroom technology can enhance student learning outcomes.

We have again seen great support and commitment from the teachers and parents in our school community. From the organisation and running of the social and fundraising events to class reading groups, tuckshop, school camps, the list goes on and on. This is the foundation of a great school and while there is effort behind each of these commitments, there is reward as a result. I would like to encourage everyone to keep up with this commitment in 2018 for the betterment of St Joseph's and all those associated.

With my wife Kelly starting at St Joseph's in 2018 as Acting Assistant Principal, I am stepping down from the school council and would like to thank the council members, Kathy (Principal), and her staff for their support over the past 4 years. It has been thoroughly enjoyable to contribute to the school and to work with some great people.

Matt Humphrey - School Council Chairperson

Message from the Student Body

My reflections on my years at St Joseph's Primary School - Molly Huskisson Yr 6

This school will never leave my memories, because it is where I have made friends with students and teachers and where I have finished my primary school years. My interview scared me because I thought I needed to show the principal why I needed to be here. I soon learnt that we are all accepted and no one is excluded because they come in later years.

On my first day of Year 5, I remember walking into the Year 1 classroom to drop my little brother off before I was taken to my classroom. I turned around to see a group of bright eyed girls in my class, standing in the doorway with caring, open armed expressions on their faces. I remember them taking me and guiding me to where I was needed, introduced me to some of the boys and to my new teacher Mrs Hinton. What those girls did for me that day gave me an example of what kindness and inclusion really is.

My first encounter with Mrs Langtry was very exciting because before then I had never had a music and drama lesson. We played and sang along with Mrs Langtry. Later that year, we had a huge concert at Kildare Catholic College. It was called "Peace Child" Without Mrs Langtry, we wouldn't have had such a big production! I remember I had a line or two myself.

In Year 6, we attended Ballarat, similar to Canberra in Year 5. We had an excellent experience going in the mines and panning for gold with Mr Kennedy and some lucky people got to take some home with them.

Beloved Mrs Langtry went on maternity leave recently and her position was given to Miss Marwood, who now teaches us music and drama.

I became Michael house captain in Year 6 and took on the roll excitedly. And as a class we were granted buddies and a job to do at the end of our school day. As well as setting an example for our younger students.

It is sad to have to be split from these wonderful people around me. I wish them all the best in high school. I hope that all of you stay safe and enjoy the rest of primary school at St Joseph's. And teachers, don't work too hard and keep safe.

Section 2 : School Features/Context

St Joseph's Primary School is a quality centre of learning where the faith of students is nurtured and a wide range of teaching and learning opportunities are provided in a safe and caring environment. Our motto 'Deo Omnia' (All things for God) inspires all to do their best in all aspects of personal and school life.

Features of the school: size, location, history, boarding, context of the school

St Joseph's Primary School consists of Kindergarten to Year 6 with one class per grade excepting our current Year 2 class which has two classes. We are located in the CBD of Wagga, adjacent to St Michael's Cathedral, Wagga Wagga. The school continues to have a stable enrolment with 210 students enrolled at the time of the August census.

St Joseph's Primary School is part of a long tradition of Catholic education in Wagga Wagga. The first Catholic school was established on this site in 1885. Over the years lay men and women and religious sisters from the Presentation Congregation have provided quality Catholic education.

St Joseph's School has a comprehensive Religious Education program based on the one by the Diocese of Wagga Wagga. The program covers the areas of Prayer and Liturgy, Life in Christ, Celebration of the Christian Mystery and the Profession of Faith. Students receive a thirty minute RE lesson daily. It is a developmental program, with each year building on prior learning.

During 2017, the school continued to develop our policies and procedures. The school community can be proud of its high level of compliance in all areas pertaining to education and learning, policy development and health and safety.

Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
102	108	24	8	210

*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 Enrolment Policy Statement

The implementation of the Enrolment Policy reflects the school's commitment to the Diocesan Vision and the School's Vision and Mission Statements.

St Joseph's follows the Enrolment Policy for Diocesan Systemic Schools and the Diocesan Enrolment Procedures.

All parents give a firm commitment that they accept and support the life, nature and identity of the Catholic school, including the participation of their children in religious education programmes. No enrolment is denied simply because of an inability, as against an unwillingness of the parents/carers to pay.

N.S.W. Legislation allows for the enrolment of children into Kindergarten who turn five before 1 August. Parents of children who turn five after 30 May are advised by the principal of the possible implication for their child. Students are to start school by the age of 6.

The closing date for enrolment in a class for the following year is advertised through the Parish newsletter, feeder schools and public notices.

Enrolments after closing date are accepted depending on suitability, the criteria in (i) or (ii), and vacancy in the year group.

Priority Enrolments

Date of application is used to determine a priority order within a category.

If the number of applications exceeds the number of vacancies then the age of the student becomes applicable. Older children are accepted first.

Priority for enrolment at Saint Joseph's adheres to the following priorities:

1. Catholic siblings within the Parish.
2. Catholics within the Parish.
3. Catholics outside the Parish.
4. Non-Catholic siblings in agreement with Catholic ethos.
5. Non-Catholic students in agreement with Catholic ethos within the Parish.

6. Non-Catholic students in agreement with Catholic ethos outside the Parish.

Parent Responsibilities

All parents applying to enrol their children in a Catholic Diocesan school complete the official Application for Enrolment form, sign it and return it by the due date. Parents are prepared to abide by the provisions of that form, especially with regard to the support they give the school in the Catholic education of their children.

The enrolment process usually includes an interview between the prospective student, parent/carer and principal to ascertain readiness and suitability of the student for the school.

The enrolment period for Kindergarten commences Week 10 of Term 1 and continues until the end of Term 2. Applications are accepted outside this period with each application given consideration if places are available. In the event that no places are available an offer of placement on a waiting list is made.

Enrolment Procedures

Pre-Enrolment/Process

Pre-enrolment may be made at any time. An enrolment application and prospectus is available from the school office and will be supplied on request. Once completed the form and copies of the requested documents need to be returned to the school. The school will request an interview with the parents/guardians/student. At interview all required documentation must be available to be checked.

Enrolment timeline

1. Information morning for Kinder parents of the coming year is advertised and held in first term. This is advertised in the newsletter and on the school website.
2. Opening of enrolment period is advertised
3. Publish closing date for Kinder enrolments
4. All sections of the enrolment form are to be completed and returned to the school office prior to the closing date for enrolments
5. Once the closing date has passed the school will arrange an interview with the parent and student
6. All documents, where possible, must be provided and reviewed prior to interview (Visa documents must be sighted at interview and certified by the principal). Birth Certificate must be provided, a copy needs to be attached to the enrolment application along with a copy of the child's Immunisation Certificate.
7. The secretary prepares student application files for the principal at time of interview.
8. Principals are required to contact the appropriate personnel in McAlroy House, if an application falls into the following categories:
 - Enrolment of students with special needs/learning difficulties
 - Enrolment of non-Australian citizens
 - Enrolment of temporary residents
 - Enrolments of students on student visas
 - Enrolment of exchange students
 - Enrolment of students on visitors visas
 - Enrolment of ESL-New Arrivals
 - Enrolment of LBOTE students
 - Enrolment of Indigenous students
 - Part-time enrolment
9. Principals are required to complete the final page of each application form

Enrolment Interview Process

Enrolment forms must be completed prior to interview. Copies of all necessary documentation need to be presented at interview.

Information on the enrolment form assists the school determine student eligibility for support or funding for some students such as international students and students with learning needs. The decision on where to enrol a student and the level of support is dependant on a number of factors which include educational needs, the capacity of the system to provide the required level of services and the funding available.

At interview the principal needs to:

1. Access the Student application file – application form, required documentation, other relevant information
2. Verify all documentation as true at time of interview
3. Sight visas. Copies should be signed to authenticate the document. Check with CSO.
4. Ascertainment or other follow-up interviews may need to be arranged as necessary
5. Principals may need to inform applicants of extended enrolment processes should there be a need to obtain information about student learning and development of any details regarding enrolment

Enrolment

After interview and enrolment process have been finalised those families of students who have been accepted will be notified by the school.

Enrolments after closing date

Enrolments for Kindergarten will be accepted after the closing date. These applications do not however take priority over applications received by the closing date. Positions available will be processed using the enrolment procedure. If no vacancy exists students will be placed on a waiting list.

Refusal of Admission

The Principal may, after consultation with the Parish Priest and appropriate authorities, refuse an application for enrolment. A probationary enrolment is not available.

The principal has the ultimate decision when accepting an enrolment. The decision may be made in consultation with the Parish Priest and staff at the Catholic Schools Office.

Adapted from the Diocesan Enrolment Policy 2014

Reviewed 2017

†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	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

CSO to fill in % rates.

The average student attendance rate for 2017 was %.

Regular attendance at school is essential if students are to maximise their potential. St Joseph's Primary 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.

St Joseph's Primary 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 St Joseph's Primary 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 school strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with CSO Diocesan 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	14
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
14	5	19

*This number includes 11 Fulltime teachers and 3 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.

- Anita Chin Maths online course – 6 modules. With Mathematics being a key focus for the year, this course was most beneficial
- Mathematics - a growth dialogue
- Emu Maths Education
- Maths Assessment - Interview
- ICT
- Contemporary teaching practices
- 3 way interviews
- CPR
- Curriculum Review
- Report viewing
- School improvement - Plan development
- NAPLAN analysis
- Stem
- Religious education
- Spirituality

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

We are:

- A Christ centred community which embraces the teaching, values and ministry of our Catholic faith.
- A community in which each member is to be acknowledged and nurtured in a unique, caring, respectful manner.
- A community which provides an education which nurtures the soul, body and mind and encourages an ongoing love of learning.
- A community that strives to provide a positive and safe environment for all.
- A Presentation Sister's heritage school.

Liturgical Life of St Joseph's School

The school enjoys a rich liturgical life as part of the St Michael's Cathedral Parish. School Masses for Kindergarten to Year 6 students are regularly celebrated with each class taking the responsibility to assist the priest with celebration of the Mass. Students from Years Three to Year Six regularly have the opportunity to receive the Sacrament of Penance. Year Three students prepared for and received the Sacrament of Eucharist in Term 3, and Year Two students received the Sacrament of Penance for their first time in Term 4. Year Six students were confirmed at St Michael's Cathedral on Pentecost Sunday by Fr Kevin O'Reilly.

Staff and Student Faith Formation

St Joseph's Primary School has a comprehensive Religious Education program established in the Diocese of Wagga Wagga. The program covers the areas of Prayer and Liturgy, Life in Christ, Celebration of the Christian Mystery and the Profession of Faith. Students receive a thirty minute RE lesson daily. It is a developmental program, with each year building on prior learning.

The presence of the clergy is evident in our school community. The parish priest visits regularly and attends many school meetings and gatherings. He actively contributes to the nurturing of the faith life of staff, students and families through liturgies and sacraments.

Social Justice

A key focus for the school community has been reaching out to those in need as part of the mission of the Church. The work of the Mini Vinnies has been pivotal in our outreach as a school.

Students engaged in activities to raise money to support the endeavours of CARITAS, Catholic Mission and St Vincent de Paul. In 2017, the school raised \$2378 to support these charities.

Under the guidance of teachers, students develop many practical ways to help others.

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

St Joseph's Primary 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.

Types of support for students eg homework centre, reading support, external competitions, St Joseph's Primary 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.

- ICAS testing
- Tournament of Minds
- Reading Recovery
- Multilit
- Coding
- STEM
- Quicksmart literacy
- Emu Maths

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	33.0	8.3	12.5	45.8	16.7	12.5	25.0
Band 5	16.7	41.7	37.5	20.8	33.3	16.7	20.8
Band 4	25.0	20.8	25.0	16.7	29.2	58.3	37.5
Band 3	16.7	29.2	16.7	4.2	16.7	8.3	4.2
Band 2	8.3	0	8.3	4.2	4.2	0	8.3
Band 1	0	0	0	8.3	0	4.2	4.2
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement & Space Geometry	Number Patterns & Algebra
Band 8	22.2	3.7	14.8	18.5	11.5	11.5	11.5
Band 7	29.6	22.2	22.2	22.2	19.2	11.5	26.9
Band 6	22.2	40.7	25.9	37.0	23.1	38.5	11.5
Band 5	14.8	29.6	22.2	14.8	42.3	30.8	34.6
Band 4	7.4	3.7	14.8	3.7	3.8	3.8	15.4
Band 3	3.7	0	0	3.7	0	3.8	0

Section 8: Pastoral Care and Well Being

All at St Joseph's have the wellbeing of students as a primary focus. Policies are in place to assist staff to ensure procedures and structures are in place to support the care of students. The school follows up quickly on all concerns raised by students or parents concerning the welfare of students and appropriate action is implemented to remediate the situation. Students and families have access to a school counselor from Centacare who visits the site weekly. The chaplain, available on site two days a week, provides support for the wellbeing of students and their families.

Discipline Policy

Our Discipline Policy is written with the welfare of the child as our highest priority. Our policy aims to ensure that each child is treated in a fair and Christian manner. Our policy and attitude promotes self-responsibility and care for one another. Students, as it becomes necessary, are supported to improve and develop their behavior through behavior coaching and mentoring. The school adheres to diocesan policy ensuring that no corporal punishment is used in the school. It does not sanction the administration of corporal punishment by non-school persons, including parents to enforce discipline at school.

Anti Bullying Policy

Students and staff of St. Joseph's have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form.

There are structures set up within the school to reduce and prevent bullying and teasing and to equip children with appropriate social skills to counter bullying. Instances where bullying and teasing do occur are dealt with in a way that provides support for both the victim and the bully, providing a framework to reduce and prevent further bullying.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying.

Any inappropriate behaviour that prevents or limits teaching and learning in schools and interferes with the wellbeing of students is not accepted.

Initiatives Promoting Respect and Responsibility

Respectful behaviours are highlighted and examples given regularly at assemblies and classrooms.

Students are consulted about some matters relating directly to them and their opinions taken into account in decision making. In 2016, we continued this into a SRC.

Restorative practices are used in classrooms to develop cohesive communities.

Individual students and Mini Vinnies take on the responsibility of watering the garden. In 2014, the school introduced 'You Can Do It' for Kindergarten to Year 6 to build social and emotional skills across the school. This has been continued in 2017.

In support of this, students have continued with 'Making Jesus Real' and classroom initiatives to improve positive relationships.

Coaching and mentoring of individual and small groups of students continued.

Parents and key professionals were involved as part of student wellbeing meetings.

The Centacare Counsellor implemented specific social and emotional programmes in classrooms with individual students.

The school Chaplain supported groups of students with social skills and organised Mini Vinnies. All students were given the opportunity to enter a colouring competition with the Respect group.

Complaints and Grievances Resolution Policy

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

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

The 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 Schools Office.

St Joseph's School encourages any person or group of people with a complaint to seek the assistance of the principal. Through the weekly newsletter members of the community are encouraged, should they have a concern, to raise it with the teacher concerned or the principal.

If the issue remains unresolved the person/persons may wish to express their views in writing to the principal or the parish priest.

If the person/persons are not satisfied that the matter has been resolved within the school or has a grievance with the principal, then they may approach the Catholic Schools Office. The CSO personnel dealing with the issue will assume that the relevant procedure has been followed.

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 the knowledge, understanding and appreciation of Sacred Scripture to understand what God wants to reveal to us.	Students know and understand the value of scripture. They make connections between the bible stories, the sacraments and following the life of Jesus.	<p>PD and formation for staff.</p> <p>Audit RE units and highlight the Scripture that can be used in class lessons.</p> <p>Use Sunday scripture each week with staff in prayer</p> <p>Student lessons are underpinned with scripture or present stories from the bible regularly</p> <p>Purchase and use 'Exploring Scripture' Kits seek expertise on how they are implemented effectively</p> <p>Conduct an audit in Bibles and resources to improve use of scripture</p>	<p>Beginning of each term</p> <p>Early Term 1 2017</p> <p>Early Term 1 2017</p>	<p>Kathy</p> <p>Gemma</p> <p>Staff</p> <p>Staff</p> <p>Kathy</p>	<p>Staff Bibles</p> <p>Student Bibles</p> <p>Missal access</p> <p>Breaking Open the Word</p> <p>2017 Ordos</p> <p>Exploring Scripture kits</p>	<p>Staff reflections on key Scriptures</p> <p>Student retells and written understandings of key Scriptures evidence of</p> <p>Improved school results in this area on year 6 RE test.</p>

			<p>throughout the school.</p> <p>Focus on Psalms, parables, miracles, stories</p> <p>Establish 3 levels of understanding scripture in classrooms and with staff.</p>				
Pastoral Care & Wellbeing	Ensure all students are 'visible' and their needs met.	Communication education of students	<p>Student health profiles and sick bay practices explained to all staff at the beginning of the school year</p> <p>Gather and analyse data on student wellbeing. Establish and prioritise the needs of students across the school</p> <p>Source effective evidence based resources which enhance social skills</p> <p>Build trust relationships between students, teachers and parents through communication</p>	<p>Term 1 Day 1</p> <p>Term 1/2</p>	teaching staff, principal, chaplain, counsellor, Special needs coordinator, and all staff	<p>School Admin assistant, school data Paul and Kathy to source tool and resources</p> <p>staff practices and school culture</p>	All staff act and speak positively about all students

			<p>n, meetings and regular check in for students at risk.</p> <p>PD for staff</p> <p>Establish clear lines of communication for teachers seeking help for students</p> <p>Explore initiatives such as a 'buddy bench'</p> <p>Continue regular well-being committee meetings</p>				
Student Learning & Pedagogy	Improve the learning outcomes in Mathematics for all students.	<p>Teachers develop effective classroom practices for that best suit the needs of each student.</p> <p>Differentiation is evident in each classroom according to evidence based need and students make substantial growth in maths.</p> <p>All teachers are upskilled in the use and analysis of data which informs their practice.</p> <p>Effective pedagogical approaches</p>	<p>Collect and analyse data - Naplan, Pat Best Start, continuum, A-E data</p> <p>Put data for each class on a page for each teacher for transition to 2107. Use this to differentiate and goal set for 2017</p> <p>Data walls and evidence tools, updated regularly and constantly used to set new goals</p> <p>Set benchmarks where students need to be at the end of each term</p>	<p>Naplan Analysis week 6 Pat testing November</p> <p>Term 1-4 weeks 5 and 10 Jan 2017</p> <p>TBA</p> <p>TBA</p> <p>TBA</p> <p>TBA</p> <p>TBA</p> <p>Term 4</p>	<p>staff</p> <p>Ass Principal</p> <p>Principal and exec.</p> <p>Principal and exec</p> <p>all teaching staff</p> <p>all teaching staff lead by TT</p> <p>teachers</p> <p>P. AP, TT</p>	CSO funded	60% of students in the upper two bands reflected in Naplan

		are used to bring out the best in students' learning.	<p>Engage with the CSO Targeted Teacher Project</p> <p>Teachers explicitly tailor their Maths teaching to student needs which is reflected in programs and practices.</p> <p>Explore effective teaching strategies in order to achieve learning targets.</p> <p>Adopt individual learning plans for each student in numeracy.</p> <p>Adopt 3 tiered teaching approach for differentiation in all classrooms. Develop effective practices for differentiation of students across the school.</p> <p>Upskill teachers in the use and analysis of data using walls, tracking, visual processes.</p>	<p>2016</p> <p>Jan 2017</p> <p>TBA begin term 1 2017</p> <p>ongoing</p> <p>Term 2+</p>	<p>P, AP, TT</p> <p>AP, TT</p> <p>P, AP TT</p> <p>Exec and TT</p> <p>teaching staff</p>		
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			<p>Leadership team explore and make use of 'Putting faces on the Data' by Sharratt and Fullen for staff PD at the beginning of the school year and throughout 2017.</p> <p>Timetables are coordinated to make effective use of Targeted Teacher to ensure their time coincides with the most beneficial period of the day for the learning of Mathematics.</p> <p>Build teachers understanding of highly effective teaching strategies by modelling, evaluating and providing feedback on classroom teaching which is reflected in teacher professional learning plans.</p> <p>Culture of coaching and mentoring</p>				
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			<p>across the school for teachers. for maths</p> <p>School will focus on K-2 for targeted Mathematics expand use of effective strategies across the school.</p>				
<p>Strategic Leadership & Partnerships</p>	<p>Build a professional learning community at St Joseph's</p>	<p>All teachers have a documented PLPs in 2017 which are linked to the Australian Professional Standards for Teachers.</p> <p>A whole school and collaborative approach to teaching and learning is established with all staff.</p> <p>Regular and effective collaborative practices reflect a high standard of expectation for all students and is evident at all levels of the school.</p> <p>There is a high level of self reflection professional dialogue between the staff.</p>	<p>Teachers meet regularly with principal - re PLP 95% of staff meetings are for the purpose of PD meeting</p> <p>PD registered with BOSTES where appropriate.</p> <p>Whole school approaches and responsibility for learning are established.</p> <p>Policies and procedures are documented and reflect agreed practice</p> <p>Leadership team plan and coordinate and timetable for release, discussions, walkthroughs feedback, goal setting with staff.</p> <p>Data collection plan is established and used.</p>	<p>1-2 times each term</p> <p>establish in Term 1</p> <p>term 1 and ongoing</p> <p>Term 1 week 2</p> <p>2016 Dec.</p> <p>5 week intervals</p>	<p>P - Kathy AP - Paul</p>		<p>A copy of every PLP is with the principal.</p> <p>Teachers are actively using their PLP for.</p> <p>All teaching staff have developed and documented PLPs and are using them for planning their PD</p> <p>Teachers are making use of quality feedback from peers.</p>

			<p>Principal and leadership monitor school improvement strategies and goals.</p> <p>Culture of coaching and mentoring across school for teachers</p>				
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Plans for the future:

Continue to develop PLCs, develop a program for walk-throughs and teacher’s feedback that is relevant and timely and supports great practice.

PLPs connected to standards and documented.

Further develop and use data walls for tracking progress.

Differentiation – for all student’s needs – strategic plan and AIP.

Priority Key Improvements for 2018

Annual Plan 2018

St Joseph's Wagga Wagga

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)
Timely, relevant feedback given to all students.	Pre and Post survey about feedback for teachers.	Implement AITSL Effective Feedback framework Explore and implement the CSO literacy and numeracy plan Apply 3 tiered approaches to learning and teaching in each class and teachers seek opportunities for effective feedback	Principal and executive follow up from initial PD in week	Bernadette Gibson and Mark Moriarty PD in week 1. Effective Feedback workbooks for staff Relevant release for teachers to view and offer feedback	A whole school plan for feedback focus, and sessions for teachers. A plan for student feedback and trial of strategies.

Increased, quality student communication during mathematics	Maths norms to be taught explicitly by week 5 Term 1 and must be visible in classrooms	Implement and embed whole school learning norms for Maths developed in 2017 Micro teaching from all teachers to guide their PLPs (Is this realistic??) Teacher questioning skills Differentiation Ensure adequate resourcing of classrooms Teachers engage further in dialogic discourse in classrooms with students	TMT Classroom teachers Lauren sharing her dialogic project	CSO Literacy and Numeracy Framework Mathematical Mindsets Classroom Talk Visible Learning Mathematics	Video observations of students at beginning of year Micro teaching opportunities Peer observation TMT coaching sessions
Develop the knowledge, understanding and appreciation of Sacred Scripture to understand what God wants to reveal to us.	Pre and post survey for teachers. Pre and post survey for students.	Further implementation of the 3 senses of Scripture - literal, spiritual and application. Further support from Darryl Castellino Stage meetings with REC to work together to identify learning activities that address each of the 3 senses and develop more of the spiritual sense into learning activities. RE teachers will identify which learning activities in their programs meet the 3 senses (could use colour coding) Implement the Angelus across the school.	REC - Gemma Classroom teachers Darryl Castellino Kathy Gaskin		Teacher feedback Student feedback and observation Data from RE assessments RE programs will show evidence
Use the spiral of inquiry to respond to data from MAI testing in term one in addition to ACER and NAPLAN	MAI testing to be completed by Yr 1 Use growth point data to identify areas of concern within the school. 'Vulnerable' students/groups will be retested on modified MAI to measure growth	Using the Tier 2 teaching of targeted activities regarding specific growth point area - activities taken from the EMU Intervention and First Steps books.	TMT Principal Classroom teachers Ann Gervasoni Anne Ryan		
Professional Learning Plans	All staff PLPs are mapped to the AITSL standards by the beginning of 2018 Professional development and resources	Find common themes for teacher goals and plan PD and support for future individual and team growth. ie differentiation, feedback, pedagogy, religious capability.	Principal with the support of AP, School executive, relevant CSO or external experts	Time to meet with the principal Sign on sheets submitted where needed for accreditation of hours	Review PLPs with staff and adjust at 6 months and then at 12 month period Collate hours of PD

	support teachers in achieving their goals.	Ensure 90% of staff meetings focus on professional development aligned to AITSL standards. Support teachers who are seeking accreditation in 2018 Ensure accreditation documentation is filed for all accredited staff. eg those prior to 2004			
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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 Primary 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.

The School Council provides the opportunity for members of the School, Parish and Diocesan community to support the mission of Catholic education in our school. Working with the parish priest, Principal and staff, the School Council members support the Principal on matters of policy relating to the well-being and direction of the School. The school council meet once a month on the second Tuesday of each month.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
72%	25%	3%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
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35%	51%	14%
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Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
60%	34%	6%

Financial Report

Charts to be inserted by CSO