

2022 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL, JERILDERIE



2022 Annual Report (Primary)

About this Report

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

St Joseph's Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures 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 school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that St Joseph's Primary School, Jerilderie has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

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 the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

The past couple of years have been disjointed and difficult for all. We have found ourselves as a school community challenged in ways we had never imagined. However, we have all managed to get through it thanks in great part to the fantastic community of staff, students and families that we have here at St Joseph's. We are still working out our new normal as we learn to live with covid, but thankfully are able to congregate as a community once again.

We started off the year with 3 new staff members. Miss Katie Jayne O'Brien Year 2/3 teacher and also the Religious Education Coordinator. Mr Steve Jones, support teacher and Ms Tanya Fulton in K/1 three days per week. We also started the year with Mrs Lorna Koschel doing her teaching practicum in the K/1 classroom for several blocks across the first semester. Jackie Molloy and Arlena Pyle also joined us early in the year in the role of Teacher Assistant and School Secretary. After 10 years, Carmen Lawton finished her time with us and Tianni Given took on the role of Administrative Assistant and School Secretary.

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Tanya finished with us in early Term 2 and we were fortunate enough that at that stage Mrs Koschel had her teaching accreditation and was able to take over the 3 days per week. I had some leave during semester one and Mrs Bernadette Murphy and Keshia Marshall stepped into the Principal role. We farewelled Mr Jones at the end of term 2 we were able to employ Carina Rorarto for an extra day per week, increased Jackie's days and also employed Brad Aylett and Matt Davis as Teacher Assistants across our classes. Mrs Roberston left us towards the end of Term 3 to go on maternity leave. We welcomed little Poppy Roberston to our school family. Mrs Koschel then took over the K/1 teaching role full time. Miss Barlow joined the Year 2/3 class for her final teaching practicum placement in Term 3. Mrs Stephanie Simpson joined us to assist Mrs Koschel with the 8 week transition program to ensure our 2023 Kinders were well prepared for the start of their school journey.

It has been yet another busy year and here are some of the activities that we have had happening in that time:

- We held our traditional twilight swimming carnival at the beginning of the year...with spectators! That was a great night.
- We hosted the Deanery swimming carnival for the first time here in Jerilderie.
- AFL trials- well done Oliver Sleeman who went to the next level.
- Zoom with the AFL Giants
- Pancake Tuesday
- Ash Wednesday
- Skill zone for athletics training
- Cross country in Tocumwal
- Whole school excursion to Sciencetwists and on the paddle steamer in Echuca.
- St Joseph's feast day celebrations and fundraising event.
- Yr 4 5 6 visit to Billabong Produce.
- Easter liturgy, hat parade and shared morning tea.
- AFL coaches.
- Mother's Day afternoon Tea.
- Dress like a Pirate Day.
- School disco.
- School Athletics Carnival.
- Deanery Athletics Carnival.
- Student spirituality day.
- Lions' Club Speeches.
- Centacare programs across the school.
- 100 days of school celebrations.
- Kinder 2023 Information Evening
- Local Govt week- 4/5/6 went to the Council Chambers for some Q & A time.
- Launch Into Learning for prospective 2023 Kinders.
- Shepparton Excursion ~ Science show and visit to Kidstown
- Feast of the Assumption mass.
- NAIDOC Day celebrations hosted by us with around 200 students here.
- Daniel Morcombe Safety visit

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- Ferret Races Evening which was a fantastic, fun filled family night.
- Flipstars gymnastics program.
- Fathers Day BBQ and Footy colours day was another successful event and very entertaining.
- Class raffle ticket rewards trip to the lake and hot chip lunch.
- Our annual Book Fair and Book Parade.
- Visit to Yr 3/4/5/6 from Catholic Mission
- 3/4/5/6 excursion to Henty Field days was another successful day
- Kinder 2023 Transition program.
- Music Viva~Taiko drum show.
- Jerilderie Flower show performance and entries.
- Melbourne Cup Day activities~ 'dress to impress.'
- Alexandra Sport and Recreation School Camp Yr 3-6.
- School Extravaganza performances and art exhibition.
- Confirmation with Bishop Mark in attendance.
- K/1/2 excursion to Kyabram Fauna Park.
- Swimming program.
- K/1/2 sleepover at school.
- End of year Graduation Mass & Presentation Night.
- Mission Day activities and colour run.
- Last day of school pool party and reward.

Works that have been done around the school this year include the following:

- Library shelving installed.
- Floor rising in new building block B as well as Yr 2/3 room. This will be rectified over the school summer holiday break as they work to solve our underlying water problems.
- New entry doors on the toilet block as well as small lip to stop water flooding them during heavy rain~ this has been successful.
- Fly wire was put over the open bricks in the toilets to prevent mosquitoes.
- Gutter guard on guttering outside toilets as well as gutters cleared.
- New heating and cooling unit in the K/1 room.
- Gates and new fence at the front entrance to the school and to the left of the library.
- Perimeter fence fixed.
- On the east side of the classrooms landscaping commenced to beautify that area.
- Plastering and painting was completed in the space between 2/3 and 4/5/6 rooms.

As our year concludes and my time here as Principal comes to an end, I would like to take the opportunity to thank those in our community who make it the warm and welcoming place that it is. We are so lucky to have the amazing staff here that we do, both teaching and non-teaching, with everyone willing to go that extra mile, thank you for all that you do and for the support you have given to me in my time here as Principal, it is greatly appreciated.

I'd like to thank all the students for their efforts this year as it is because of you that we are all here. We had a downward turn in behaviour at the beginning of the year and the staff and

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students worked hard to turn this around. We introduced clearer expectations and consequences for this and saw a change for the better very quickly. We have continued to have a focus in this space all year and will continue to do so next year with the introduction of the Resilience Project.

To our parents and carers, thank you for your support and understanding across the year. We had quite a few changes across parts of the year due to restrictions, illness or flooding and your support has made this journey through the pandemic and 2022 much easier. I'd like to thank the efforts of our tireless school social and fundraising committee. I think a highlight for all was the night of the Ferret Races! Thank you to the Willawa bus committee for the invaluable resource that the free bus service is to our community and a big thank you to our volunteer bus drivers that give of their time.

I'd like to acknowledge those who are leaving us at the end of this school year, Bridget Tegart, Arlena Pyle and Matt Davis. Bridget has worked between here and Finley across the past 3 years as the Maths Focus Teacher and EMU specialist and has helped to improve student outcomes in the area of Maths and to build teacher capacity across the early years classes. Arlena brought many years experience as a secretary in our diocese to her role in the office on a Friday. Matt travelled over from Wagga every Wednesday and has been particularly invaluable as a certified swimming teacher and coach across our swimming sessions this term. I wish them all the best in their future endeavours.

As you can see, it takes many to care for and educate the children in our care. The saying goes that it takes a Village and I believe we certainly have that village feel here at St Joseph's in Jerilderie.

Message from the Parent Body

2022 has been a very busy year for our St Joseph's Social & Fundraising Committee. The Committee would like to thank all parents, family members and friends who have helped our school out in any way throughout the year. From helping in our weekly canteen, baking for funerals/events, selling raffle tickets, selling socks and chocolates, working bees, covering shifts at various events, it all greatly helps our fundraising efforts in order to support our children's education.

This year we have run the first ever Ferret Races in Jerilderie which was our biggest fundraiser for the year. We have also catered for several funerals and a baptism, worked at the gate for the BnS, sold Jolly Socks and Cadbury Chocolates & Lollies, ran a BBQ at skate clinics, held Mother's and Father's Day stalls at school and run a raffle at the end of year Extravaganza.

The fundraising this year has allowed us to contribute greatly throughout the year. In 2022 the funds we have raised have paid/subsidised the following:

- Bus for Echuca Excursion (Grant) for Twisted Science
- Whole school excursion to Shepparton - show, bus and Kidstown

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- Assistive technology - purchasing of 2C pens
- Purchasing sports shirt for new Kinders
- Gifts for leaving staff and families
- Donation towards Portsea Camp
- Subsidise 3-6 excursion \$3 100
- Run a school disco
- K/1/2 day trip excursion costs and food costs for K/1/2 sleepover at school
- Purchasing readers for the 2023 school year (\$2500 allocated).

As you can see our fundraising efforts have gone a long way to supporting our children in a variety of ways. We would like to pass on our thanks to all the staff for their wonderful effort and commitment to St Joseph's Jerilderie during the 2022 school year. This year we farewell two families from our school, the Baxter and Edwards-Parsons families, we thank them for their many years of service to St Joseph's.

Message from the Student Body

This year started with lots of new teachers. We did a writing competition and we went on excursions. Kidstown was great because there was lots of stuff to play on, it was very big and the whole school played a fun game of chases. We had the Father's Day football match. I got sandwiched between my dad and the Rorato dads and so did Zavier. It was a fun game and the breakfast was good too. The plays at the extravaganza were good. Every class got to go on some type of excursion and overnight camp.

This year was a pretty good year with a lot more on than last year.

(Mia Baxter)

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Section 2: School Features/Context

St Joseph's Primary School, Jerilderie is a proud, rural Catholic school, located in the Southern Riverina, with 35 current enrolments. The school services the town of Jerilderie and surrounding farming areas. Three classes (K/1, 2/3 and 4/5/6) are supported by four classroom teachers, Religious Education coordinator, Literacy Instructional Leader, an Inclusion and Diverse Learning Teacher, a Targeting Maths and EMU Maths teacher and four teacher assistants.

The parish priest is Father Blaise.

St Joseph's is one of 25 primary schools and five secondary schools in the Diocese of Wagga Wagga. It is a co-educational primary school providing opportunities for children from Kindergarten to Year 6. St Joseph's is a parish school supported by the St Joseph's Parish of Jerilderie.

The school had many highlights, events and experiences throughout this year both inside and outside the classrooms. This Annual Report is an account of the many areas addressed, attainments made and the achievements of the students, staff and school community

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Indigenous	Total
18	17	1	4	35

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese of Wagga Wagga website or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly.

See CEDWW policy [HERE](#).

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2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	90%
Year 1	89%
Year 2	87%
Year 3	90%
Year 4	90%
Year 5	85%
Year 6	76%

The average student attendance rate for 2022 was 87%.

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.

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 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 unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, 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.

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Section 4: Staffing Profile

There are a total of 8 teachers and 6 support staff at St Joseph's Jerilderie. This includes 4 full-time and 4 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	7

Percentage of staff who are Indigenous	7
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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.

2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Continued focus on the use of the PBL (Positive Behaviour for Learning) to support management of students behaviour in order to create a safe and supportive

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environment that allows students to focus on their learning. Monitoring and celebrating successes of students.

- Support with the implementation of the Professional Learning Plans using MyPaD platform.
- Literacy Focus for Professional Learning, with a particular focus on writing in the K-2 area through Draw, Talk, Write, Share and Interactive Writing.
- Continued focus on the development of the data wall and using the data wall to support student learning.
- Improve student outcomes in numeracy by developing agreed practices across all year levels.
- Review and Implement Maths and English scope and sequences.

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Joseph's Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

Catholic Heritage

St Joseph's first began in 1898 with the building of a one room school on the current site. The school has a rich Catholic history through the presence of both priests and sisters in the school. Until 1977, the Sisters of Mercy were an integral part of the school's development.

Liturgical Life of the School

St Joseph's Primary School is an integral part of the St Joseph's Parish. Students, staff and parents are usually involved in parish life, school masses and parish events. Major feast days were recognised through class based activities. The sacrament of Confirmation and several masses were celebrated throughout the year. We were fortunate this year to have Bishop Mark preside at the Confirmation Mass. Father Blaise is to be thanked for his work within the school.

Staff and Student Faith Formation

Students participated in Religious Education lessons and were involved in various liturgical events. Prayer continued to be an important part of each day and students were encouraged to participate fully in all that was offered to them. Staff prepared the students in Year 5-6 for the sacrament of Confirmation. Father Blaise and Bishop Mark conducted these rites during Term 4. The students participated in a Spirituality day at school. The staff participated in Faith Development Day run by CEDWW personnel.

Social Justice

As in previous years, St Joseph's Primary School continued to support various social justice issues. Year 6 Ministers and their fellow classmates were active in fundraising throughout the year. Caritas Australia and Catholic Missions were the main organisations supported by the school. Some of the fundraising activities included Mission Day, colour run, the Giving Tree and gold coin donations to wear casual clothes.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga 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

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese of Wagga Wagga.

The classroom structure at St Joseph's is reviewed each year depending on the number of students in each class and the needs of the students at the time. This year, the class structures were Kindergarten–Year 1, Years 2–3 and Years 4–6.

St Joseph's has a specialist Inclusive and Diverse Learning teacher whose role is to support students and staff in ensuring all students are catered for, including vulnerable students requiring support, students who may need specialist services and support.

Special focus areas within the curriculum included Mathematics and English. Students and teachers were supported with a Maths Focus Teacher, Extending Mathematics Understanding teacher and a Literacy Instructional teacher.

Students were supported by the Royal Far West Speech and Occupational Therapy programs.

Examples of other support offered to the students included:

- MultiLit Program
- Minilit program
- Small group reading program targeted at individual students
- Targeted Mathematics Teacher 3–4
- Indigenous Culture Day (NAIDOC DAY)
- Life Education Van
- Catholic Schools Week
- Sporting Schools Program
- Weekly Instrumental Program
- Centacare Wellbeing Practitioner
- Gymnastics program

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

NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2022, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	7	373.4	406.9
Reading	7	394.8	444.7
Writing	7	403.7	432.7
G&P	7	395.6	444.3
Spelling	7	386.8	429.4
Year 5			
Numeracy	4	520.4	495.6
Reading	4	573.6	513.2
Writing	4	462.2	492.0
G&P	4	526.7	506.1
Spelling	4	517.7	512.9

Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Pastoral Care at St Joseph's:

- Is living the Gospel message of 'Love one another'
- Creates and fosters an environment where Christ-like values permeate the school community
- Is the responsibility of all staff, students, parents, parish priest and the wider school community
- Is the concern that we, as a school and as individuals, have for the development of the person to reach their full potential
- Is aimed at acknowledging and responding to each individual in the school community
- Is clear and congruent with consistent and just practices
- Should always be congruent with a basic value of respect for the dignity of the individual. A summary of your pastoral care/ academic care / well being procedures and programs

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Joseph's seeks to be a place of acceptance, affirmation and justice. The school believes that bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of life. Students at St Joseph's are entitled to receive their education free from humiliation, oppression and abuse.

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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The St Joseph's Primary School, Students Behaviour Management Policy intends to develop a whole school approach to student behaviour. The policy aims to encourage positive student behaviour and expects students to:

- Develop positive self-discipline
- Respect the rights of others
- Own their own behaviour and accept the consequences of poor behaviour choices
- Build positive relationships

Initiatives Promoting Respect and Responsibility

The school continued to promote the Five Values during the year to develop respect and responsibility. These are:



Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

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, 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 CEDWW 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, 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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Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2022.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

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 Education Diocese, Wagga Wagga Annual Improvement Plan.

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

SYSTEM STRATEGIC PRIORITY

1.1 The CEDWW Charter

The development of a Charter for CEDWW schools that articulates the dual moral purpose of Catholic Identity and Student Learning.

Each school to:

- Contribute to the development of the CEDWW Charter through participation in a System led process.
- Lead the Faith formation of staff and students to foster active participation in prayer, liturgy and the sacramental life of the Church.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- To improve the teaching of Religious Education and develop the faith formation of the students and staff through prayer and liturgy.

Evidence Informing each Area for Improvement:

- Very few of the students in our school attend Mass on a regular basis, if at all, and many families are not catholic. For most of our families the school is their only experience of the Church. As a result we must engage our students in their faith and provide teachers with the tools to provide positive experiences in teaching Religious Education.
- We need to embed our Vision and Mission across all school wide practices and teaching and learning
- We need to revisit and review our Scope and Sequence to bring it to life

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<p style="text-align: center;">SMART Goal (to be focused on improved student outcomes}</p>	<p style="text-align: center;">Evidenced-based Strategies/Actions Required to Deliver the SMART Goal</p>	<p style="text-align: center;">Success Criteria (ways of measuring impact)</p>
<p>To build an understanding of Catholic Identity for staff and students across the year.</p>	<ul style="list-style-type: none"> ● employ a catholic teacher who has training from a Catholic Institution to teach and to be the REC in order to help to build teacher capacity and enhance student engagement in Religious Education. facilitate a Spirituality Day in order to enrich students' learning in Religious Education. ● Conduct and analyse student engagement and teacher confidence in teaching Religious Education using pre and post project survey data ● Conduct a Spirituality day supported by CEDWW staff ● Access Sr Anne for support around classroom prayer 	<ul style="list-style-type: none"> ● Pre survey results will be compared to post survey results to determine positive shifts in students' engagement in Religious Education lessons ● Pre survey results will be compared to post survey results to determine changes in teacher confidence in teaching Religious Education lessons as a result of increased pedagogical knowledge

DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

Through the ongoing development of instructional leadership in schools and the continued focus on Parameters 1, 6 and 14, the following System strategic priorities will be delivered.

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2.1 A Clearly Defined Statement of Learning

- Each school to:
 - Engage with and action effectively the intent of the TransFORMATIVE Learning Statement through agreed teaching and learning practices and aligned classroom pedagogies. This would include leveraging key learnings from the COVID-19 period.
 - Contribute to the development of the Wellbeing for Learning Framework in order to inform and improve school processes and programs for supporting student wellbeing, engagement and diverse learning.

2.2 Targeted Academic Achievement and Growth in Literacy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of literacy.
 - Use assessment data effectively and regularly to guide and develop planning and teaching of Reading and Writing in order to meet the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, Best Start and Observation interview data).
- Each Secondary school to:
 - Implement agreed practices for the teaching of Writing in Years 7-9.
 - Use assessment data effectively and regularly to improve the teaching of Writing to ensure student achievement meets the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, PAT, Best Start data).

2.3 Targeted Academic Achievement and Growth in Numeracy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of Numeracy.
 - Use assessment data effectively and regularly to improve teaching of Mathematics to ensure student achievement meets agreed targets for student learning growth in numeracy based on individual school analysis of specified data (eg. Naplan, PAT, Best Start and MAI data).
 - Implement effective short term use of intervention groups to support vulnerable learners reach system benchmarks based on individual school analysis of MAI and NAPLAN numeracy data.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Improve students outcomes in literacy and numeracy by developing agreed practices across all year levels and have a focus on *Draw, Talk, Write, Share* and *Interactive Writing* in K/1/2 (Helen West)
- Review and implement Maths and English scope and sequences
- Continuation of a focus on the Assessment Waterfall and all its components
- Reflection and redevelopment of our data wall to include greater opportunities for teacher interaction and refine Case Management meetings

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- Multi school writing moderation
- Develop good practice around the teaching of spelling and phonemic awareness
- Student Wellbeing

Evidence Informing each Area for Improvement:

- Many new staff members coming in in 2022 and inconsistencies in the Maths and Literacy session across the school currently, as noted by the LIT and MFT.
- NAPLAN and PAT data show a need for developing higher order comprehension skills in reading and interpreting texts.
- Outdated Scope and Sequences that haven't been reviewed for some years.
- Results from phonemic awareness data, such as Yr 1 Phonics and SPAT indicate that there are gaps and inconsistencies that need addressing.
- Varied spelling programs and approaches to teaching phonics are used across each class with little consistency. Teachers are seeking a consistent approach
- High needs of students and families for Centacare Support (extra day per fortnight has been put in place due to the high case load. Not all see Centacare counsellor either, some see external provider)

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
To develop consistent and sequenced learning for students in Literacy and Numeracy.	<ul style="list-style-type: none"> ● review our Maths scope and sequence in order for the teachers to deliver sequential and targeted curriculum. ● Review our English Scope and Sequence to bring it in line with the new K-2 syllabus. ● The beginning of Term 2 2022 we will have completed the development of our school agreed practices for literacy and numeracy and will see this reflected in our classes. ● By mid year classes will have embedded a range of comprehension strategies in their teaching and learning programs/ activities. ● By the end of Term 1 2022 our LIT (if we have one) and MFT will be participating in regularly planned and agenda 	<ul style="list-style-type: none"> ● Program review will indicate use of the scope and sequences and of the agreed practices as part of the planning process for all classes. ● Learning Walks and Talks will focus on elements of the Assessment Waterfall and the successful implementation of these. ● Interactive writing and Draw, Tlk, Write, Share strategies scheduled regularly in K-3 timetable. ● Assessment data such as

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<p>Effectively use assessment to target teaching and learning to improve student outcomes across Literacy and Numeracy.</p> <p>Create a safe and supportive</p>	<p>driven professional learning conversations (PLC) with teachers to develop elements of the Assessment Waterfall and the work of Helen West</p> <ul style="list-style-type: none"> ● By the end of term 2 we will have met and worked with other schools to moderate a common writing task in order to have a consistent point of reference for future writing analysis. ● Bridget and Helene to lead PD day at the beginning of the year (PBS, school protocols, S & S audit) and staff meetings and a twilight to develop scope and sequences. ● Bridget and Helene- Utilise staff meeting time to develop our agreed practices. Utilise and link to the TRANSformative learning work. This will include a component on the varying levels of comprehension and strategies to develop in this area. ● Helene to hold PLC's with staff around setting goals in MyPad ● Bridget and ???? to use the timetabled professional learning conversations to develop these alongside teachers into our class daily programs. ● Timetable developed to provide teachers with dedicated time to work with LIT and MFT around professional learning goals and targeted observations ● Ongoing reviewing of how we utilise our data wall to have established great interaction of teachers in 	<p>NAPLAN and PAT testing results.</p> <ul style="list-style-type: none"> ● MyPad goals set and reflected upon. ● Moderated work samples plotted on our data wall and examples used for 'bump it up walls' in classes ● Clear links to data wall information in CMMs ● Teaching and learning programs reflect identified focus from the data wall. ● 'Wonderings' from the data wall recorded in staff meeting minutes ● Data collected from phonics and spelling assessments beginning and end of year. ● Use of strategies from OLT and achievement of the goals set during the training (these could be on display in staff room with data wall)
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<p>environment that allows students to focus on their learning.</p>	<p>the process of their work. So that by the conclusion of 2022 we are using it to its potential.</p> <ul style="list-style-type: none"> ● Bridget and Helene to work with the staff around: <ul style="list-style-type: none"> ○ How can we better utilise the data we collect? ○ How can we display it in a way that engages us in student learning/growth? ● By the end of 2022 we will have researched around the SOR and phonics and spelling programs in order to determine a whole school approach to teaching phonemic awareness and spelling ● Ascertain what our needs are around spelling & phonics <ul style="list-style-type: none"> ○ liaise with other schools to see what works (Letters and Sounds, sounds write & heggarty, the synthetic phonics toolkit) ○ Read up on the research ○ Pilot an approach ● By the end of week 5 term 1 for all staff be familiar with the school PBS and following our agreed procedures in order for there to be consistency in the approach to all behaviours across the school. ● Staff meeting held around what is working well so far and what is not working well. Review procedures ● Clearly expressed procedures in the School 	<ul style="list-style-type: none"> ● Decrease in number of Compass Chronicles of negative incidents over time. ● Clarity and consistency in dealing with issues and students being able to articulate our values and our PBS procedures to a certain point (
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	<p>Discipline Policy, staff handbook, Behaviour management and pastoral care policy.</p> <ul style="list-style-type: none"> ● Develop a visual flow chart and pictorial maps etc of playground and expectations ● Helene to develop proformas for time out and Restorative reflections ● PD from outsourced personnel?? ● Introduce CEDWW new Behaviour Policy ● Participation in CEDWW led OLT course identified as the greatest need across the school. ● Participate in OLT training offered by the CEDWW wellbeing team in response to the greatest area of need (Understanding attention deficit and hyperactivity disorder) in the time frame timetabled by the team in order for staff to develop strategies to best support students in their learning and respond to their individual needs. 	<p>most would not need to know suspension level etc)</p> <ul style="list-style-type: none"> ● Lived and current policy documents.
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DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

SYSTEM STRATEGIC PRIORITIES

Build the profile of Catholic Education by:

- Actively participating in activities for Catholic Schools Week
- Utilising the data from the Parent Survey to identify future directions for marketing.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- PBS
- 'The Big 6' ~Andrew Fuller project

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Evidence Informing each Area for Improvement: High incidence of negative behaviour issues (Compass Chronicles, Lunch time coaching/restorative practices reflection sheet, BIMP's) Fixed mindset of many of the students. High ratio of students with wellbeing needs in relation to impulse control, emotional regulation, memory and concentration as evidenced in PP's and adjustments being made for individuals.		
SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
To work with teachers and parents to develop executive functioning skills in students and to support teachers, parents and students to build these skills and allow them to learn more effectively.	<ul style="list-style-type: none"> ● During Term One and Term Two, SJJE staff will engage the help and support of Andrew Fuller, through a CEDWW initiative ● Preliminary meeting (T1 W4-5) ● Explore the Big 6 (T1W6), Executive functioning skills (Teachers and Parents) ● Create activities for students to support the development of the Big 6 in partnership with parents (T1 W7-T2 W5) ● Create a program where parents and teachers work collaboratively to build the big six skills- knowing your learning strengths, impulse control, planning and decision making, concentration, memory and emotional regulation. ● Culminating event (T2 W6) ● Survey Teachers, Students and Parents about the impact of this initiative on the development of executive functioning skills using pre and post data 	<ul style="list-style-type: none"> ● Survey results will demonstrate increased parent engagement in the school ● Decrease in student behaviour and lunch time coaching as a result of students being aware of the big six skills and using them in their interactions ● The Culminating event will show evidence of stronger parent/teacher partnerships and increased parent engagement in the school

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DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Mentor program for new staff and

Physical Resources:

- student toilet block
- fencing/entrance to the school
- reinstatement of 'the bridge'

Evidence Informing each Area for Improvement:

- throughout the year the student toilets have continued to flood whenever we have heavy rain
- The fencing around the perimeter of the school is falling into disrepair and coming apart in places. Now that building works are done it is evident that something is needed at the entrance to the school
- At School council/parent meetings parents have raised the issue of a bridge that used to be part of the school landscape that was removed during a refurb to be relocated at a later stage.

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<ul style="list-style-type: none"> ● To develop a mentor program that supports Early Career Teachers and new staff to the school in order to be consistent across the school in our approach to Literacy, Numeracy and Behaviour Management. ● During 2022 SJJE will have physical areas of need upgraded in order to provide a more functional and aesthetically pleasing environment which will be conducive to effective student learning and wellbeing 	<ul style="list-style-type: none"> ● Development of ECT/Mentor procedures and policies ● Time dedicated to those involved being able to meet and work together ● planned peer observations and feedback. ● Liaise with Jess de Jong and Ian Bennet re fixing of the toilets. ● planning meetings with parent body and local trades re where the bridge can safely go to enhance the children's play area ● Liaise with Jess de Jong re 	<ul style="list-style-type: none"> ● a clear and succinct procedure/policy for the monitoring of ECT and new staff to the school ● reflections of the Mentee and Mentor ● consistent approach and practices across the school. ● improved

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	<p>front entrance and fences or work with local nursery re large potted plants and watering system for front entrance</p>	<p>physical space and functioning more effectively</p> <ul style="list-style-type: none"> ● Completion of tasks.
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Reflection on 2022 and Goal Evaluations

In Catholic Identity and Mission, the school leaders coordinated as many fundraising activities and activities for the students to participate in as possible. As a school we feel we need to revisit the goal set again next year in 2023 as we did not achieve what we had set out to do. One of our greatest impediments being the lack of a Priest's presence within the school for regular liturgies. We also have a large number of non-catholic families that we need to get more engaged in our catholic faith community.

In the domain of Teaching and Learning, the school successfully maintained a data wall using the Maths Assessment Interview information that was collected about students at the beginning of the year and Reading level data at intervals throughout the year. We also collected data around phonemic-grapheme knowledge. A process of using this data to monitor and track students, as well as to identify vulnerable students throughout the year, was implemented. The school implemented a process of moderated marking with an agreed marking criteria across all classes for writing, however, successfully applying this to a data wall that could be monitored and adjusted on a regular, consistent basis throughout each term, remains a work in progress. The school reviewed the scope and sequences for all subject areas across the year. Learning Walks and Talks are an element of the Assessment Waterfall that will need greater focus in 2023. Interactive Writing and Draw, TALK, Write Share strategies were successfully implemented in the K/1 class and used regularly. PAT testing was done and results plotted. Pre and post testing was used in Maths units.

In the Community and Culture domain we did not take part in the 'Big 6' Andrew Fuller Project as it became evident that there was a need to focus on the PBL program and relating it to school values. We saw a definite decrease in the negative behaviour across the year with far fewer incidents occurring. We engaged the support of the Wellbeing team from CEDWW to work with staff around this and made our expectations clear to parents. This is an area that will continue to need a constant focus on and will continue to be a focus in 2023 with the introduction of the Resilience Initiative.

In the Leadership and Stewardship domain there were quite a number of projects that were completed and more that came up across the year. The perimeter fence is still one that is under review by CEDWW as far as replacing it, however it was repaired and new front entrance gates to the school installed.

Priority Key Improvements for 2023

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

SYSTEM STRATEGIC PRIORITY

1.1 Implementation of the Education Charter for CEDWW schools that articulates the purpose of Catholic Schooling

Each school to trial *Effectiveness Practices* as they are developed (by CEDWW in terms 2 and 3).

1.2 To review the Religious Education Program: Sharing Our Story

Each school to engage in CEDWW facilitated Year Level Workshops to revise Religion Scope and Sequences.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- To improve the opportunities for staff, parents and students to encounter Christ through prayer and scripture.

Evidence Informing each Area for Improvement:

- Very few of the students in our school attend Mass on a regular basis. For most of our families the school is their only experience of the Church. As a result we must engage our students in their faith and provide teachers with the tools to provide positive experiences in all aspects of Religious Education.
- We need to embed the CEDWW Charter across all school wide practices and teaching and learning
- Many of our staff are fairly new to the diocese and are not familiar with SOS
- We have been unable to have very many opportunities for school masses in 2022 so there is a disconnect for the students.

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<p style="text-align: center;">SMART Goal (to be focused on improved student outcomes}</p>	<p style="text-align: center;">Evidenced-based Strategies/Actions Required to Deliver the SMART Goal</p>	<p style="text-align: center;">Success Criteria (ways of measuring impact)</p>
<p>By the end of 2023 staff and students will have been immersed in different types of prayer and religious practices in order to build teacher capacity and enhance student engagement in Religious Education.</p>	<ul style="list-style-type: none"> ● Participate in ongoing Professional Learning on prayer and religious practices. ● Conduct staff meetings centred upon Liturgy of the Word and Liturgy of the Eucharist in consultation with Parish Priest and with CEDWW personnel ● Conduct a Spirituality day supported by CEDWW to nurture the faith life of all members of staff- Sr Anne ● Work done by CEDWW personnel with stage groups around teaching of RE- Sandra ● Launch of Charte PD day 	<ul style="list-style-type: none"> ● Teachers planning and preparing a weekday and/or Sunday Mass throughout the year with students in their class demonstrating their understanding of how to prepare for liturgy. ● Pre and post survey of staff and students to determine changes in engagement in liturgies and prayer. ● Regular school masses (2 a term) ● Database of powerpoints for masses/liturgies for differing occasions and feast days. ● Family masses ● Class RE lessons will

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		<p>be more engaging</p> <ul style="list-style-type: none"> ● Graduate staff upskilled in the reaching of RE through modelling and co-teaching.
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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

2.1 TransFORMATIVE Learning

Each school to:

- Engage with the TransFORMATIVE Learning Statement to action the work of the Learning Collaborative through evidence based learning and teaching pedagogies.

2.1.1 Mathematics (Primary)

Each school to:

- Use Performance and Assessment Data (MAI, PAT, NAPLAN) to identify where students are at in order to achieve a years growth in Mathematical learning for all students;
- Develop clear, realistic and achievable targets for improved learning in mathematical concepts, understanding and problem solving;
- Use spirals of inquiry for improvement of mathematical learning outcomes

2.1.2 Literacy (Primary and Secondary)

Each school to:

- Use Performance and Assessment Data (e.g. PM Benchmarks, Observation Surveys, PAT, NAPLAN, Writing Moderation, HSC) to identify where students are at in order to achieve a years growth in literacy learning for all students;

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- Develop clear, realistic and achievable targets for improved student learning in literacy concepts, understanding and learning;
- Use spirals of inquiry for improvement of literacy learning outcomes

2.2 Develop and Implement the Wellbeing for Learning Framework

Each school to:

- Implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions to support student wellbeing, engagement and learning.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Improve students outcomes in literacy and numeracy (Parameters 1, 3, 6 and 14)
- Implement the new English and Mathematics K-2 Syllabus documents (Parameter 1, 14)
- Implement Learning Walks and Talks (Parameter 1)

Evidence Informing each Area for Improvement:

- Teacher surveys have identified areas for further development in reading, writing and numeracy for 2022
- MAI data shows Place Value and Multiplication and Division as an improvement area for K-2 and Multiplication and Division and components of Place Value as focus areas for 3-6
- Lack of using numbers flexibly across Stage 2.
- We need to add intervention at point of need for students.
- PAT Data shows

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
By the end of 2023, staff will have continued to build capacity in effectively using assessment data to make informed teaching decisions authentically grounded in the English and Mathematics Syllabus documents (New syllabus K-2, exposure to New Syllabus 3-6) in order to achieve improved	<ul style="list-style-type: none"> ● Analyse whole school data and develop a focus on areas of strength and weakness <ul style="list-style-type: none"> ○ Mathematics: 2023 Mathematics Assessment Interview data ○ Reading: reading comprehension 	Demonstrated Growth in: <ul style="list-style-type: none"> - NAPLAN Year 3 & 5 - Acer PAT Years K-6 - Observation Surveys K-1

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<p>measurable student learning outcomes from K-6.</p> <p>Consolidate the creation of a safe and supportive environment that allows students to focus on their learning.</p>	<ul style="list-style-type: none"> ○ Writing: sample using CSU Marking tool (K-2) and NAPLAN Marking Criteria (3-6); ○ build on and further develop analysis tools K-6 which reflect Syllabus content for Reading, Writing and S & L. <ul style="list-style-type: none"> ● Track student growth using a tracking tool along with the data wall (to be implemented by Leadership Team in collaboration with Instructional Teacher Mathematics (ITM) and Instructional Teacher Literacy (ITL) ● Professional Learning Conversations/Professional Learning Communities to engage in collaborative planning and reciprocal feedback between peers supported by ITM and ITL ● Professional Learning underpinned by TransFORMATIVE Learning to support best practice <ul style="list-style-type: none"> ○ Maths: continually revisit agreed upon practice ○ Reading: look at Reciprocal Teaching strategies (Supported by CEDWW and Tara McCarthy) ○ Writing: Build teacher knowledge and skills on teaching of spelling, effectively using strategies like Draw, Talk, Write and Mentor Texts (ITL teacher) 	<ul style="list-style-type: none"> - MAI (Mathematics Assessment Interview) <p>Agreed upon analysis tool for assessing reading and reading comprehension and format for tracking the data (dibels as an initial screener?)</p>
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	<ul style="list-style-type: none"> • What makes a good Personalised Plan and how do we evidence adjustments made in our PP's and program.-To be led by Julie. Seek advice from Mandy Catena also to work with staff 	
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DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Student Resilience and Wellbeing and partnership with parents

Evidence Informing each Area for Improvement:

Mental health statistics in relation to children. Hi number of students with emotional regulation difficulties.

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<p>To develop skills and strategies to build resilience in the students through the development of:</p> <ul style="list-style-type: none"> Gratitude Empathy Mindfulness and Emotional Literacy. 	<p>Training of key staff members (Keshia and Katie Jayne) Training to the rest of the staff. Implementation of GEM program across the school on a weekly basis. Modules developed for implementation. Parent sessions held. Termly Wellbeing meetings with a focus on each individual student's needs. Continue to implement PBS and have weekly focus across all classes around each value-modelling and role playing.</p>	<p>Pre and post survey Minutes from each Wellbeing meeting and follow up action taken</p> <p>All staff familiar with and using restorative script when resolving issues with student behaviour. PBS data-compass chronicles</p>

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	<p>Reward/award system related to this.</p> <p>Implement the use of restorative practices in dealing with behaviour issues and issues between students and staff.</p> <p>Wellbeing team from CEDWW to deliver PD to staff.</p>	
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DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Implement the development of a School council

Evidence Informing each Area for Improvement:

The School council and P & F were dissolved back in 2018/19 and the school now only has a Social and Fundraising committee. A new document with guidelines for a School council came out in November 2022 and needs implementation.

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<p>By the middle of Term 1 we will have voted in a School council and held the first meeting.</p> <p>By the end of 2023 we will have developed the area outside the classrooms on the eastern side to ensure the continued upgrading of facilities.</p>	<p>Advise parents via newsletter/compass of requirements.</p> <p>Invite nominations.</p> <p>Hold elections and advise community of results.</p> <p>Schedule meetings and agenda.</p> <p>Engagement with Parent body and landscaper to best implement the goal</p>	<p>The establishment of a School Council.</p> <p>Completed landscaping of the area to the east of the classrooms and they are in use as an extra learning space.</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 Jerilderie. 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 used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

St Joseph's has a Parent Social and Fundraising committee. This committee is an enthusiastic and supportive group who work hard to develop great community spirit within the school as well as to raise funds to assist the school in providing quality educational resources for students. The committee meets each term to plan out various fundraising and community bonding initiatives and to provide opportunities for consultation, communication and input into the school's planning.

Parent Satisfaction

Practices, decisions and actions that have had a positive impact on our school:

The raffle ticket system and rewarding students for good efforts

Behaviour Management System/Policy

Increased staffing ratio

Reading Program in infants

Sport incursions

Obvious staff have a genuine love of their role

Working around covid

Promoting School Values

Practices, decisions and actions that our school could implement in the future:

Friends program with the residents at the hospital

Whole school music program

Increased focus on healthy lifestyle and healthy canteen

Resilience Project

More intervention

Open classrooms on set dates for showcasing what the students do.

More notice of events

Parent comments

Absolutely an AMAZING Extravaganza performance conducted by St Joseph's Jerilderie tonight! Every single performance was so well done! Especially the last one. Great job everyone involved!

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Congratulations on an amazing performance and a very enjoyable evening. Everyone is so talented and looked like they had a lot of fun. We sure did! Again congratulations on a super night!

What an awesome day... I love this! Looked like a lot of fun (Fathers Day)

Your day looks like so much fun. Well done to all of our families who contribute to fundraising and allowing days like these to happen for our kids. A massive thank you to the staff for organising the day and taking the school. Beautiful memories. (Alphabet of Amazing Science show)

Crs McRae and Mauger and Mr Scarce also felt very privileged! Thanks to the children and teachers for coming along as part of Local Government Week. (Murrumbidgee Shire)

The kids had so much fun! Awesome effort everyone. (Dance for sick kids disco)

Thank you to the staff of St Joeys for making the high tea today so special for some very special ladies. This video is beautiful.

This is so great, how sweet are all the kids! Thank you for a wonderful Mother's Day high tea St Joseph's Primary School.

Student Satisfaction

Since being polled at the beginning of the year the students have indicated that they feel safer at school now. 88% of the students are happy most of the time or all of the time at school.

Highlights across the year have been;

Alexandra Sport and Recreation Camp, Father's Day Footy Match, Paul Kelly Cup, Swimming, writing competition, Melbourne cup dress up day, Kyabram Fauna Park excursion, Sleepover, dressing up days, getting picked in footy trials, excursions, Extravaganza, the coca cola experiment/coke explosion with Mrs Koschel, music, Christmas time and decorating the room and moving to a new classroom.

Something you would like implemented in the future:

Friendship/buddy bench, More sports, the old bell, a pet frog & snake, fairy garden, a swing, new cubby house and more excursions.

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Financial Report

