

2023 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL, JERILDERIE



2023 Annual Report (St Joseph's Jerilderie)

About this Report

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

St Joseph's Catholic Primary, Jerilderie, 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, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St Joseph's Catholic Primary, 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 Catholic Primary, Jerilderie newsletters and other forms of communication. Further information about St Joseph's Catholic Primary, Jerilderie 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

As the incoming Principal of St Joseph's Catholic Primary, Jerilderie, it has been both a blessing and an honour to join a community of passionate, professional educators and staff; committed, supportive parents; and enthusiastic, engaged students.

St Joseph's Catholic Primary, Jerilderie, is a welcoming, inclusive school where staff, parents and our Parish provide the children with a learning environment that caters for individual needs, ensuring each child develops holistically in God's image.

St Joseph's, is a school that nurtures and challenges students to become lifelong learners and believes in providing an innovative, purposeful learning environment where students are actively engaged in their learning - discovering, exploring, creating and thinking critically about the world in which they live. The School is committed to excellence in teaching and learning, providing experiences that are relevant, stimulating and developmentally appropriate.

At St Joseph's, we strive to set high expectations to ensure each child reaches their full potential. We aim to cater to each child's learning needs within the classroom through quality differentiated programs but also offer intensive extension and small group sessions

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to support and enrich the learning where appropriate. Students requiring more tailored enrichment participated in the Maths Games program and Genius Hour Projects. Extra support was offered to academically vulnerable students in the form of Mini Lit, Spelling Mastery, Extending Mathematical Understanding (EMU) groups and Centre for Effective reading programs. Royal Far West supported students requiring Speech and Occupational Therapy intervention and Centacare supported our school with the provision of our School Counsellor Emma Sorgdrager.

St Joseph's teachers participated in ongoing professional development throughout the year and engaged in Professional Learning conversations to set learning goals and explore new strategies to apply in the classroom. Our Maths Focus Teacher and Literacy Instructional Coach continued to work collaboratively with the teachers to build teacher capacity in Mathematics and English. We are continuing to build a collaborative culture to support student and teacher learning with a focus on results, improving practice and driving continuous improvement.

The faith life of students and their families was nurtured through prayer opportunities, liturgies and the Sacraments of Communion, Reconciliation and Confirmation. Our daily formal lessons lead to a greater understanding of the mission of Jesus and the Catholic traditions. At the end of 2023, our Parish Priest Father Blaise completed his appointment with our Parish. We thank Father Blaise for his spiritual guidance and involvement in our school, including celebrating masses with us. We have valued his input into the education and faith development of our students.

During the year, our building works included the rectification of a storm water issue underneath our classroom block and the demolition of our old school hall and canteen building. We made a significant investment in new curriculum resources to support the implementation of the new NSW K-2 Mathematics and English syllabi. We also committed funds to updating our school library with relevant and engaging texts, and purchased new sports equipment and subscriptions to platforms that support teacher's learning.

St Joseph's Catholic Primary, Jerilderie offers a safe and supportive learning environment where all students continue to thrive. This year we began our journey with the Resilience Project and implemented Stage 1 of the Positive Behaviours for Learning program. Both of these initiatives have led to a positive and inclusive school culture where each and every student feels valued, supported and ready to learn. We look forward to continuing our journey with these programs in 2024.

We are privileged to be a part of a school with devoted teachers and support staff. We thank each staff member for their passion, dedication and commitment to ensuring our students are the best learners that they can be. They make St Joseph's the warm, welcoming and happy place that it is today.

Rebecca Billing
Principal

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Message from the Parent Body

This year has been another very busy and rewarding year for our school community. 2023 saw the introduction of a School Advisory Council, which further strengthened the close ties between St Joseph's school staff and families. The SAC would like to extend a huge thanks to the fundraising committee, and all parents, family members and friends who have helped our school in any way throughout the year. From helping in our weekly canteen, catering, selling raffle tickets, attending working bees, and covering shifts at events, it all greatly helps our fundraising efforts so that we can continue to support our children and school.

This year the fundraising committee orchestrated the first ever, very successful Jerilderie Fun Fair, which was the major fundraiser for the year. We also provided the wait staff for the Sir John Monash Dinner, catered for several funerals and other private events, helped man the gate at the BnS, held Mother's and Father's Day stalls at school and ran a raffle at the brilliant and original school performance of "Cinderfella".

These fundraising activities have allowed us to contribute greatly to our children's educational experiences throughout the year. In 2023, fundraising allocations allowed the following events and resources to be paid for or subsidised:

- Transport and tickets to the Resilience Project in Wodonga
- Transport and tickets to the stage show of 'The Twits' in Wangaratta
- Transport to 'The Lorax' school performance in Finley
- Twisted Science Show and Workshop
- Purchase of sports shirt for new Kinder students
- Purchase of farewell gifts for leaving families
- Donation towards the Portsea Camp
- Significant contributions towards the Year 5-6 excursion to Canberra, the Year 3-4 excursion to Melbourne, and the K/1/2 sleepover at school.
- Whole school disco
- Purchase of essential English resources and library books
- Musical Instruments – Boomwackers
- Storage cabinetry

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 tireless effort and commitment to St Joseph's Catholic Primary, Jerilderie during the 2023 school year. This year we farewell three families from our school, the Maynard, Pitt and Sleeman families, and we thank them for their many years of service to St Joseph's.

Stephanie Girdwood

School Advisory Council Chair

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Message from the Student Body

This year, I enjoyed a lot of things including the Resilience Project, the Canberra excursion and the school swimming carnival.

Resilience Project

I think that the resilience project was a fantastic idea because it taught all of the students to be calm and resilient. We learnt about the GEM principles which are having Gratitude, Empathy and Mindfulness. All three of these principles contribute to being a more resilient person and having a growth mindset.

Canberra Excursion

I believe that all of the teachers did a tremendous job on the Canberra excursion. All of the plans were made so that we would have the best time possible. My favourite activity was Questacon because of all of the fun games.

Swimming carnival

As always, this year's swimming carnival was a huge success with both house teams of Madeline and Benedicta going against each other to make for some cracking entertainment. The war cries were superb and I congratulate Madeline for winning the house cup.

Thank you St Joseph's Jerilderie for the great year.

William Maynard (Year 6 Leader)

Section 2: School Features/Context

Jerilderie is one of three towns within the Murrumbidgee Shire. The main employers within the town are the Murrumbidgee Council and local medical services. The farming community, which surrounds the town, conducts cropping and rearing of livestock. The town has a very active community that, despite several drought years and Covid, is able to support several sporting clubs and numerous other recreational activities.

St Joseph's Catholic Primary, Jerilderie is a proud, rural Catholic school with 44 enrolments. It is located in the Southern Riverina. The school has a rich history beginning in 1898 when a one-room school was built on the current site in Coreen Street. During its history, enrolments ranged from mid thirties to the high eighties. Students come from predominantly farming backgrounds within a 40km radius of the Jerilderie town centre. In 2023, there were four classes: Kindergarten, 1/2, 3/4 and 5/6. The classes were supported by four classroom teachers, an Inclusion and Diverse Learning Teacher, a Maths Focus Teacher, Literacy Instructional Coach and Teacher Assistants. The parish priest, Father Blaise, conducted masses throughout the year and supported the children through the Sacramental Program.

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St Joseph's Catholic Primary, Jerilderie is one of 24 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 2023:

Girls	Boys	LBOTE*	Indigenous	Total
23	21	1	3	44

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, 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, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#).

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	87%
Year 1	89%
Year 2	90%
Year 3	90%
Year 4	86%
Year 5	88%
Year 6	82%

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The average student attendance rate for 2023 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.

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.

Section 4: Staffing Profile

There are a total of 8 teachers and 5 support staff at (School). This includes 3 full-time and 5 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	7.7%
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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, Wagga Wagga.

2023 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 2023, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- K-2 English and Mathematics Syllabus
- English Agreed Practice
- Reading- Mentor Texts and planning units
- Writing- Comparative Judgement Process
- MAI Analysis
- Collaborative Coaching in Numeracy and Writing using the quick win cycle
- Compliance - CPR, Towards a Positive Workplace Culture, Child Protection
- TransFORMATIVE Learning
- Classroom Walks and Talks
- Wonder and Awe - RE Pedagogy
- Co- construction of St Joseph's Staff Expectation Guidelines

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 Catholic Primary, Jerilderie follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*. In the beginning of 2023, Most Reverend Bishop Mark Edwards OMI launched the Diocese of Wagga Wagga Catholic Education Charter. This charter, a foundational document, definitively expresses the purpose and priorities of our Education System. Describing our schools as Communities of Welcome, Communities of Faith, Communities of Service, and Communities of Learning, it inspires and guides the work of all those involved in Catholic education in the Diocese.

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Catholic Heritage

St. Joseph's traces its origins back to 1898 when a one-room school was built on the current site. The school has a rich Catholic history, with the presence of both priests and sisters until 1977, when 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 St. Joseph's Parish. Students, staff, and parents typically participate in parish life, school masses, and parish events. Major feast days are recognized through class and school-based activities. The sacraments of First Communion and Reconciliation are celebrated throughout the year. This year, Bishop Mark presided over the blessing of the new altar mass, an event in which the school played a significant role, hosting a community lunch afterward. We extend our thanks to Father Blaise for his work within the school and wish him the best on his new journey.

Staff and Student Faith Formation

Students are actively engaged in Religious Education lessons and various liturgical events. Prayer remains an integral part of each day, and students are encouraged to fully participate in all offered activities. Staff prepared Year 3-4 students for the sacraments of Reconciliation and First Communion, conducted by Father Blaise during Term 2 and 3. The school also hosted a Spirituality day, while staff participated in a Faith Development Day run by CEDWW personnel. St. Joseph's staff have devoted considerable effort to the new RE curriculum through Personal Development days and dedicated staff meetings. Additionally, two teachers benefited from a retreat in Galong.

Social Justice

St. Joseph's Primary School continued its commitment to various social justice issues in the past year. Year 6, along with their classmates, actively fundraised throughout the year, supporting Caritas Australia and Catholic Missions. Fundraising activities included Mission Day, an Easter hamper fundraiser for Caritas, Socktober fundraisers, a penalty shootout organised by Year 3/4, a Spreading Kindness Day (donating spreads for Vinnies apparel at Christmas), and gold coin donations for casual clothes, canteen lunches, or mini-fetes run by the Year 5/6 class to raise money for Catholic missions.

Professional Learning in Catholic Life and Mission

The Catholic Education Diocese of Wagga Wagga has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education, which is implemented by all systemic schools in the diocese

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Professional Learning in Religious Education focused on increasing teacher confidence in areas that teachers identified in a data gathering exercise at the end of 2022.

This informed the Annual Improvement Plan and resulted in the following professional learning during 2023.

- Term 1: Launch of the Catholic Charter
- Term 1: Types of Prayer and reviewing our Prayer Scope and Sequence
- Term 2: Religious Education Policy Review
- Term 2: Work Teach Lead Update
- Term 3: How can we best unpack scripture?
- Term 3: How can we declutter the current Religious Education Programs?
- Term 4: Introduction to Pedagogy of Wonder and Awe.

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, Wagga Wagga.

At St Joseph's we offer students special focus areas and interventions within the curriculum; these include:

Instructional Leader in Literacy - Focus on writing - The role of the Instructional Teacher is to work with classroom teachers to build capacity in instructional practice, model and implement effective teaching approaches and advance student understanding and achievement in English and Literacy. Central to this approach is the belief that every student can and will learn. This role places student learning at the centre and promotes a culture explicitly focused on learning and achievement. This role supports schools in successfully implementing key literacy practices and pedagogies to improve student achievement and attainment in English and Literacy.

Instructional Leader in Mathematics - Teachers are supported to build their capacity in delivering effective and engaging maths instruction:

- Guided with planning and preparing mathematics programs that reflect key mathematical concepts.
- Use assessment to differentiate and target mathematical learning for all students.
- Deliver mathematics programs in a sequence that builds upon previous learning to deepen students' mathematical understanding and application.
- Students are provided with opportunities to engage in challenging and creative Maths lessons.

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Extending Mathematical Understanding (EMU) - Extending Mathematical Understanding (EMU) is a research-based specialist teacher intervention program that has been shown to improve children's knowledge and confidence with mathematics. Selected K-2 students who are shown to be vulnerable in mathematics are offered daily small group instruction with a trained EMU teacher.

Royal Far West - Royal Far West specialises in supporting children's developmental, mental and behavioural health so they can reach their full potential. They provide multidisciplinary health, education and disability services for country children aged up to 12 at the Centre for Country Kids in Manly, via telecare and through community outreach. They work to address service gaps and support the most vulnerable families and communities. Culturally sensitive and community-focused, they are nimble, adaptive and go where the gaps are, to ensure no country child is beyond reach. Royal Far West's multidisciplinary team consists of 90+ paediatric clinicians, including psychiatrists, paediatricians, psychologists, speech pathologists, occupational therapists and other allied health professionals.

Inclusion and Diverse Learning Teacher - The school's Inclusion and Diverse Learning Teacher assists the school community in supporting students with diverse learning needs, collaborating with allied health professionals and working collaboratively with parents to ensure their child's needs are being met.

Aboriginal Support Community Worker - The school Aboriginal Support Community Worker assists with integrating Aboriginal education into the teaching and learning and supporting Aboriginal students and their families. They work closely with the Aboriginal school community, which may involve visiting households as a wellbeing check, assisting with understanding school procedures and being a contact person for the family if needed.

MiniLit and MultiLit - MiniLit and MultiLit are evidence-based, explicit and effective early literacy intervention programs for teaching reading skills to children who are in the bottom 25% of the expected range for their age group. MiniLit is a Tier 2 small group program (up to four students per group) within a Response to Intervention framework. MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of 40 lessons each.

Centre for Effective Reading - The NSW Centre for Effective Reading provides a model in which students who demonstrate low progress following evidence-based classroom teaching will receive additional support through a targeted daily intervention program. Assessment information is used to determine the level of support a student requires. A three tiered system of support is available for students and teachers.

Examples of other opportunities offered to the students include:

- Small group reading program targeted at individual students
- Targeted Mathematics Enrichment Group
- ICAS school competitions
- Indigenous Culture Day (NAIDOC DAY)
- STEM program

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- Library Lessons
- Life Education Van
- Catholic Schools Week
- Sporting Schools Program
- Centacare Wellbeing Practitioner
- Gymnastics program
- Music Lessons with South West Music
- Chess Club
- Technology Club
- Garden Club
- Craft Club

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

NAPLAN 2023 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 2023, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	4	399.2	415.9
Reading	4	418.8	411.1
Writing	4	420.4	426.3
G&P	4	401.2	421.4
Spelling	4	447.6	416.2
Year 5			
Numeracy	4	488.3	496.8
Reading	4	483.8	500.5
Writing	4	518.6	491.0
G&P	4	479.0	503.3
Spelling	4	489.3	497.6

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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](#).

Guided by our faith in Christ's love for all, St Joseph's Catholic Primary, Jerilderie remains committed to fostering the wellbeing of each student. Our school's particular focus this year was Positive Behaviour for Learning (PBL), which fosters a respectful and positive learning environment. This data-driven approach aligns with Catholic teachings on the dignity and worth of every person. It allows us to provide universal support for all students, nurturing their spiritual, emotional, and academic growth. This focus builds upon our existing efforts as a Christ-centred learning community.

2023, also saw the implementation of a whole school wellbeing program through The Resilience Project. This program teaches and supports positive mental health in the classroom, staffroom and wider community. The lessons were emotionally engaging, practical and proven to have impact as evidenced by our Student Wellbeing Surveys which saw a 14% increase in student resilience across the 2023 school year.

In the spirit of compassion and care, our school also offers various student wellbeing initiatives. These include:

- A Wellbeing Practitioner from Centacare works in the school once a fortnight supporting students and their families
- An Inclusive and Diverse Learning Teacher works with teachers and students to support a variety of needs
- The Principal and leadership team allocate time each week to check in with and support students
- All staff working to create learning communities where respect is shown by all
- Group meetings/conversations to practise desired behaviours
- Positive Behaviours for Learning implemented across the school
- Modelling and explicit teaching of desired behaviours
- Zones of Regulation
- Wellbeing Committee meet three times per term
- Masses/Liturgies
- Buddy System involving Kindergarten classes and Year 6 classes
- Wellbeing Week in Week 7 of each term for staff and students
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support from the parish priest
- Merit Awards and Positive Behaviour for Learning Awards
- Prayer opportunities and prayer intentions
- Norm setting and on-going review in learning communities

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- Staff Norms – regularly reviewed
- Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
- Behaviour Management Plans
- School and class programs in place to support wellbeing
- Access to support agencies for school community members, eg. Centacare
- Restorative practices used in the school
- Health Program based on PD Health and PE Syllabus
- Royal Far West Program focusing on speech and occupational therapy
- Teaching of expected behaviours
- Classroom/playground norming – Student Rights and Responsibilities
- Clear understanding of choices/consequences – children owning language
- Personal Safety – PDHPE
- Adoption and implementation of the CEDWW Anti-Bullying Policy
- Presence of Aboriginal School and Community Worker twice per term
- Advice sought from external professional agencies as necessary

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 Catholic Primary, Jerilderie believes that every child maintains the right to learn and play in a safe and happy school environment. The school adopts a school wide Behaviour Management Program based on Positive Behaviours for Learning.

A key to this program is the five baseline expectations which should be seen each and every day. These five expectations are in place at St Joseph's, for all members of the community, in order to promote positive behaviour and include:

- Kind Words, Kind Actions
- Learn and Let Learn
- Be Brave, Be your Best
- Be Thankful
- Be Safe

St Joseph's Catholic Primary, Jerilderie believes that every member of the school community:

- Has the right to a safe and secure environment.
- Has the responsibility to create and maintain a safe and secure environment.

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

St Joseph's aim is to promote each student's religious, academic, physical and personal development. Behaviour management plays an important part in the shaping of a child and that successful behaviour management needs to be supported by the school, parents and children. We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Norm-setting, and
- The provision brain breaks for students so students can reset and teachers can get on with teaching.

Corporal Punishment will not be used at St Joseph's Catholic Primary, Jerilderie and is not condoned by the school in or out of school hours. St Joseph's does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

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](#).

Students and staff of St Joseph's Catholic Primary, Jerilderie maintain 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 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 are responsible for working together to address bullying. Any inappropriate behaviour that prevents or limits teaching and learning in school and interferes with the wellbeing of students is not accepted. St Joseph's follows the CEDWW Anti Bullying Policy.

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Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility are promoted on a daily basis. Our behavioural matrixes were co developed by students, staff and parent community. They are referred to in general conversations and lived by all community members. Strong community involvement, respect and responsibility are encouraged through a variety of activities including:

- Year 6 Leadership Program
- Year 6 and Kindergarten Buddy Program
- Formal recognition of students each week
- Regular class visits by the Principal to affirm and encourage students
- Leadership and sharing at school assemblies
- Positive Behaviours for Learning core values are explicitly taught
- Recognition of performance in the school newsletter, SeeSaw and Facebook
- ANZAC Day March participation
- Visits to the local hospital
- Participation in parish events
- Inviting the community to school for productions
- Engaging in activities with the preschool
- Artwork displays and school performances

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

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Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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 Wellbeing, 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 2023.

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.

2023 Annual Improvement Plan [here](#).

Priority Area	Evaluation of Achievement
Evangelisation and Religious Education <ul style="list-style-type: none">To increase the opportunities for staff, parents and students to encounter Christ through prayer and scripture.	<ul style="list-style-type: none">Early Career Teachers upskilled in the teaching of Religious Education through modelling and co-teaching.Increase in School Masses to twice per termStaff Spirituality day supported by CEDWW, nurtured the faith life of all members of staff.Ongoing Professional Learning on different prayer forms and religious practices developed teacher understanding and teacher confidence to implement daily prayer with all students from K-6Review of Prayer Scope and SequenceUnpacking of the CEDWW Catholic Charter with a particular focus on the Pillar of Welcome

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Priority Area	Evaluation of Achievement
<p>Learning and Teaching</p> <ul style="list-style-type: none"> ● Improve student outcomes in literacy and numeracy ● Implement the new English and Mathematics K-2 Syllabus ● Implement Learning Walks and Talks 	<ul style="list-style-type: none"> ● Evidence of student achievement and growth on data walls. Staff referring to this data to inform teaching and learning. ● Observations of teachers collaborating and discussing in-depth achievement data and strategies to improve student learning, construct whole school, classroom and individual student goals. ● Staff moderating writing work samples to determine student achievement and growth. ● Staff have a thorough understanding of the theoretical underpinnings of the new curriculum. ● K-2 staff programming, planning and assessing using specific aspects of the new K-2 documents. ● Tier 2 and Tier 3 intervention in Mathematics and Reading ● Mathematics Enrichment Program ● Discussions with students where they could articulate what they are learning, why they are learning it and how they can be successful in each lesson.
<p>Community Engagement</p> <ul style="list-style-type: none"> ● Develop skills and strategies to build resilience in the students through the development of: <ul style="list-style-type: none"> -Gratitude -Empathy -Mindfulness and -Emotional Literacy. 	<ul style="list-style-type: none"> ● Successful implementation of the Resilience Project school wide led to a 14% increase in the number of students who now see themselves as resilient learners. ● Behaviour Incident data shows impact with less behavioural incidents across the school. ● Acts of Service in the local community deepened students' empathy for those in need. ● Professional learning on mindfulness developed teacher understanding and teacher confidence to implement daily mindfulness with all students from K-6 ● Explicit Positive Behaviour for Learning lessons on our School Values created a common language

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Priority Area	Evaluation of Achievement
	<p>for emotional literacy across the school.</p> <ul style="list-style-type: none"> ● Parent Survey Data following information sessions on the Resilience Project, Positive Behaviour for Learning and Behaviour Management indicated an increased understanding of how to transfer emotional literacy skills learnt at school to the home environment. ● Introductions of Wellbeing Weeks in Week 7 of each term provided students, staff and the parent community an opportunity to practise gratitude. ● Implementation of a school wide Positive Behaviour for Learning reward system saw a significant reduction in student behaviour incidents.
<p>Leadership and Stewardship</p> <ul style="list-style-type: none"> ● Implement the development of a School Advisory Council 	<ul style="list-style-type: none"> ● Community advised of School Advisory Council Guidelines and nominations for team members invited. ● Inaugural School Advisory Council developed in Term 1, 2024. ● School Policies and procedures were updated and presented to the School Advisory Council. The school successfully passed the Registration process. ● Councils advice and expertise was sought on: <ul style="list-style-type: none"> ○ Positive Behaviour for Learning Matrix ○ Fundraising funds allocations ○ Developing the outside area on the eastern side of our classrooms block ○ School hall demolition ○ Community grant applications ○ School uniform updates.

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Priority Key Improvements for 2024

2024 Annual Improvement Plan [here](#).

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 Catholic Primary, 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.

At St Joseph's we have a School Advisory Council, which acts as an advisory body with the principal. There are 6 members on this team who meet termly with the principal. From this group, sub committees (eg: fundraising, social, uniform) are formed on a needs basis. Members of these sub committees are also made up of volunteers from the parent body.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
92%	8%	0%

Parents were asked to comment on the aspects of school life they enjoyed. Comments included:

- The vibe of the school is amazing. The way children are encouraging towards each other is great, an example of this was at our athletics carnival - so good to see. Our social presence is a great way of promoting our school.
- The children seem very happy and settled.
- We have really excellent staff which flows onto everything else.
- Well-being weeks are wonderful. Sporting opportunities such as gymnastics are great too. The amount of staff support - SLSO's is fabulous. Communication to parents is great.
- Small class sizes, caring staff, a wide variety of opportunities provided for students.
- The focus on positive behaviour.
- The school is very inclusive and has a large variety of extracurricular activities.
- The overall behaviour and kindness of the students to one another.
- The kids always seem to be so happy, like they are having fun and are so excited to learn. It is a credit to all the staff and teachers!

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- Our fantastic teachers and support staff! There is a very noticeable feel of unity, collaboration and fun.

Student Satisfaction

Following Covid, our school identified a significant negative shift in the mental health and resilience levels of our students. In 2023, St Joseph's Catholic Primary, Jerilderie began The Resilience Project journey. As part of this project, students participated in the Resilient Youth of Australia Survey twice throughout the school year.

Mid way through program:

Saw themselves as Resilient Learners	Saw themselves as not a hopeful learner	Not Satisfied	Not hopeful or satisfied
60%	30%	5%	5%

End of 2023 data:

Saw themselves as Resilient Learners	Saw themselves as not a hopeful learner	Not Satisfied	Not hopeful or satisfied
74%	26%	0%	0%

This data demonstrates that over a 6 month period of implementation that there has been:

- a 14% increase in the number of students who now see themselves as resilient learners.
- a 4% decrease in the number of students who do not see themselves as hopeful learners.
- a 5% decrease in the number of unsatisfied learners.
- a 5% decrease in the number of unhelpful, unsatisfied learners.

We look forward to continuing our focus on student resilience and satisfaction in the 2024 school year.

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Financial Report

