



2018 Annual Report  
**St Joseph's Primary School**

# St Joseph's Primary School 2018 Annual Report



Principal: Nicholas Braybon

Address: 26 Coreen St, Jerilderie NSW 2716  
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### About this Report

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

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

The *Report* demonstrates accountability to regulatory bodies, St Joseph's Primary School Jerilderie community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors 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 secondary schools and Registration primary schools.

This *Report* complements and is supplementary to school newsletters and other forms of communication. Further information about the school may be obtained by contacting the school or by visiting the school website.

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### Section 1: Message from Key Groups in Our School Community

#### Message from the Principal

St Joseph's School Jerilderie offers a unique small country school experience in a comfortable and secure environment. The school is a Catholic School striving to improve students' knowledge, skills and achievements. Students and staff at St Joseph's are empowered to be lifelong learners. Students engage in dynamic, fun and meaningful learning and develop relationships and appreciation for each other. St Joseph's School has modern facilities with progressive technology whilst still maintaining the intimate environment that a small school can provide.

'Wisdom through truth and love', is not only the school motto, but is lived out by the school community in all that they do. At St Joseph's School Jerilderie, we are a welcoming community underpinned by Gospel values which promote: Learning in life, Learning from life and Learning as life.

#### Message from the Parent Body

In 2018, the parents of St Joseph's Jerilderie continued to work towards a fundraising target that will be used in 2019 to establish a new playground area, purchase a school marquee, subsidise school excursions and purchase blinds for the library and administration area. They also catered for a number of small, locally based events, St Joseph's School Council hosted another successful Debutante Ball. These events provided an opportunity for the community to come together, have fun and celebrate who we are.

At the beginning of 2018 we warmly welcomed our new Principal Nicholas Braybon who has continued the work of previous Principal Amanda Catenna in building an amazing team that have supported and encouraged our children to be their very best. During 2018 we sadly farewelled two staff members, Laura Wallis and Kristen Kocks. Their contribution to our school during their time here is immeasurable and we wish them well in their future. In 2018, we have continued to work as a school community to foster positive working relationships between the School, the Parish and our families and continue to thrive.

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### Message from the Student Body

St Joseph's School Jerilderie is great and we love our little school. We have lots of different opportunities at school. Some of the great things are really good excursions, we learn instruments, we have a school band, singing with A3, drama and dance.

During the 2018 school year, the students were part of the Sporting Schools Program and we did lots of different activities for this during the year. We really loved having the coaches from Skillzone coming to work with us each Friday for sport. All of our students participated in this program.

Throughout 2018, Drew from Bluearth worked with the students every second week and in 2019 this will be funded by Catholic Education Dioceses of Wagga Wagga. We did lots of sporting things at our school including swimming, athletics, cross country and so on. Many students in our school did exceptionally well at the higher levels. This was very exciting for our small school. We also spent time during the year with other Catholic Schools in the South West Deanery and made lots of new friends.

For Mother's Day the school had a high tea for the mums and special friends. The students served their guests and made them feel special. The Dads had a special breakfast the Friday before Father's Day to celebrate their day as well as a game of football to complete the festivities. The students won of course with the help of the umpire.

In June we had our School Production of, 'The Magical Land of Oz', where all the students participated by either acting, dancing or singing. This was held at the Jerilderie Civic Hall and was very well attended at both the matinee and night performances and was truly a highlight of the year for students and families.

We have had a great year at St Joseph's School this year.

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### Section 2 : School Features/Context

St Joseph's School Jerilderie is a proud, rural Catholic School located in the Riverina with a school enrolment of 42 students. The school has had many highlights throughout this year and this annual report is an account of the many areas addressed, attainments made and the achievements of the students, staff and school community.

St Joseph's Primary School Jerilderie is a small school servicing the town of Jerilderie and surrounding farming area. It is one of 26 Primary Schools and 5 Secondary Schools in the Diocese of Wagga Wagga. St Joseph's 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.

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### Section 3: Student Profile

The following information describes the student profile for 2018:

22	22	2	3	44
Girls	Boys	LBOTE*	Indigenous	Total

\*Language background other than English

#### 1. Enrolment Policy

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

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

St Joseph's Primary School Jerilderie is a welcoming community underpinned by Gospel values which promote – learning for life, learning from life and learning as life. At St Joseph's School we expect all parents to give a firm commitment that they accept and support the life, nature and identity of the Catholic School, including participation of their children in Religious Education. NSW Legislation allows for the enrolment of children into Kindergarten who turn five before the 1<sup>st</sup> August. If the fifth birthday falls between the 1<sup>st</sup> June and 31<sup>st</sup> June, the enrolment will need to be discussed in length with the Principal.

St Joseph's Primary School will accept enrolments from Catholic families. Other enrolments need to express a commitment to support the philosophy of Catholic Education both in the home and at the school and be open to the evangelizing influence of their Catholic surroundings. All enrolment must be approved by the Principal.

All parents applying to enroll their child/children at St Joseph's Primary School should complete the official Application for Enrolment form available from the school office and return it by the due date. Parents of children enrolling at St Joseph's Primary School are also asked to supply the following documentation:

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- \*Immunisation Certificate
- \*Birth Certificate
- \*Baptism Certificate (if applicable)

Upon receipt of the Application for Enrolment form, an interview time will be arranged between the prospective student, parent/carer and the principal to ascertain the readiness and suitability of the student for the school. After the interview and enrolment process has been finalized, the parents of the applicant will be contacted by the school secretary.

New students enrolling to attend St Joseph's School will be offered an orientation to school. For new to Kindergarten enrolments the children will be offered an Orientation Program whereby the students attend school for one day per week in Term Four on prearranged days.

1. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.
2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	93
Year 1	93
Year 2	89
Year 3	89
Year 4	94
Year 5	92
Year 6	89

The average student attendance rate for 2018 was 91%.

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

School staff, under the Principal's leadership, support the regular attendance of students by:

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

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

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

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

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### Section 4: Staffing Profile

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

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

### Teacher Standards

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

	Teacher Qualification	Number of Teachers
<b>A</b>	Those having formal qualifications from a recognised higher education institution or equivalent	8
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
8	5	13

\*This number includes fulltime teachers and part-time teachers

Percentage of staff who are indigenous	0
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional development days, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga. In 2018, staff attended Positive Behaviour School Management Workshops, Best Start Training, System Orientation Days, A3 Professional Learning days, Curriculum Reviews and Training, Whole School Registration, First Aid and Emergency Care Training, National School Improvement Tool Workshops, Safeguarding Children Workshops, Observation Survey Training, Learning Support meetings, Professional Network meetings for Mathematics, English and Digital Pedagogy, NAPLAN data unpacking workshops, Compliance Training workshops, Religious Education Coordinators meetings each term, Performance Development Coaching Workshops, Mathematics workshops and professional development related to Curriculum policies. St Joseph's School was part of the National Partnership Project - State Action Plan in 2018.

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### Section 5: Catholic Life and Religious Education

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

#### Catholic Heritage

St Joseph's School has a very long and proud history. A one room school was erected in the Church grounds in 1898. Prior to this the students were taught in the Church. The school was enlarged in 1922 and over the years was enlarged further to what is here today. According to historians, St Joseph's School was first established in 1885 (circa) in the sacristy of St Joseph's Church. The Mercy Sisters from Goulburn arrived to make foundations in Jerilderie and soon discovered that it was a small town in the Riverina which was very hot, dry, isolated and dusty. Sister Hilary Purcell was the first principal of the convent school. The Sisters remained at the school in Jerilderie until 1977 with Sr Ursula being the last religious principal.

#### Liturgical Life of the School/ College

St Joseph's School Jerilderie is an integral part of the St Joseph's Parish. Students, staff and parents are involved in parish life with the school attending masses and parish events. The staff also prepare liturgies with the students at school and members of the school community and parish are invited to attend. Major feast days are recognised by celebrating them with a school mass or with students participating in a school liturgy.

#### Staff and Student Faith Formation

Staff of the school are involved in Spirituality Days each year with staff members from schools in the South West Deanery. Students participate in Religious Education lessons and are involved in various liturgical events throughout the year. Daily prayer is an important part of each day and students are encouraged

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to participate fully in all that is offered to them. Students in Year 5/6 participated in the Sacrament of Confirmation.

### **Social Justice**

St Joseph's School continues to support various social justice issues, as it has done in previous years. Caritas Australia and Catholic Missions are the main organisations that are supported by the school. Some of the fund raising activities that the students and teachers have organised are: cake stalls, movie afternoons, raffles, gold coin to wear casual clothes, etc. Students have spent time learning about ways they can support others who are less fortunate than themselves and have devised action plans which have been implemented throughout the year.

### **Professional Learning in Catholic Life and Mission**

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

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### Section 6: Curriculum

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

The classroom structure at St Joseph's School Jerilderie changes each year depending on the number of students in each class and the needs of the students at the time. In 2018, the class structures were Kindergarten/Year 1, Years 3/4 and Years 5/6.

Types of support offered to the students at the school were:

- Multilit Program
- Small group reading program
- Targeted Mathematics Teacher K-2
- Reading Recovery
- Indigenous Spirituality and Culture Day
- Life Education Van
- Catholic Schools Week Gala Day
- Musica Viva
- A3 Program
- Intensive rehearsal program for production
- Sporting Schools Program
- Weekly Instrumental Program
- Bluearth Program
- Music Camp
- Centacare Wellbeing Days

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### Section 7: Student Performance in Statewide Tests and Examinations

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

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

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	0%	0%	0%	16.6%	0%
Band 5	16.6%	16.6%	33.3%	0%	16.6%
Band 4	50%	16.6%	16.6%	66.6%	50%
Band 3	16.6%	16.6%	0%	0%	0%
Band 2	16.6%	16.6%	16.6%	0%	16.6%
Band 1	0%	33.3%	33.3%	16.6%	16.6%

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Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	22.2%	22.2%	11.1%	22.2%	0%
Band 7	11.1%	0%	11.1%	0%	22.2%
Band 6	0%	0%	33.3%	33.3%	11.1%
Band 5	44.4%	66.6%	11.1%	33.3%	44.4%
Band 4	22.2%	11.1%	22.2%	0%	22.2%
Band 3	0%	0%	11.1%	11.1%	0%

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### Section 8: Pastoral Care and Well Being

St Joseph's School Jerilderie implements the Wagga Wagga Diocese policies on Pastoral Care, Well Being, Anti-Bullying and Discipline.

#### Pastoral Care and Well Being Policy

At St Joseph's School Jerilderie the aim is to provide an accepting, affirming and just environment for the whole school community. The school will ensure the dignity and worth of each member of the community is respected. At the school, we believe that Pastoral Care:

- Is living the Gospel message of 'Love on another'
- Creates and fosters an environment where Christ-like values permeate the school community
- Is a responsibility for 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 with congruent and clear, consistent and just practices
- Should always be congruent with a basic value of respect for the dignity of the individual

#### Anti-Bullying Policy

St Joseph's School 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.

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### Student Behaviour Management Policy

The St Joseph's 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 has undertaken many initiatives during the 2018 school year to promote respect and responsibility. One of these initiatives was the introduction of 5 whole school values. These are:



We have spent the year embedding these values into our school through staff professional development and student social and emotional lessons.

### Complaints and Grievances Resolution Policy

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

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### **Workplace Health and Safety**

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

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

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### Section 9: School Review and Improvement

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

### 2018 Annual Improvement

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy. We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
To improve teacher practice therefore improving outcomes in Mathematics.	Term 1 Yrs 1-6 MAI Kinder-Best Start Yrs 2-6 ACER PAT test 2017 NAPLAN results  Professional learning for staff Collaboration of staff Cross schools collaboration in stages/networks.	Utilise the Targeted Mathematics Teacher professional development on best teaching practices with a focus on Mathematics having the ability for a cross-curricular implementation and assessment.  The classroom teachers working with the Targeted Mathematics Teacher to unpack the data to determine the student pathways of learning.	R. Doyle (TMT), classroom teachers and principal.	CSO TMT professional learning group	Peer Observation - Watching others work Staff and parent surveys  Growth points from MAI indicate an improvement from 2017 MAI interview to the MAI in 2018.  Kinder will complete MAI late in term 2.
To improve and enhance students engagement	Term 1-term 3	Introduction of Coding technology using 'Scratch' program- beginning with Years 5 and 6. Developing an expert group based on last years MAI results. Building on	R.Doyle	Digital Learning Community N. Braybon Karen Gardner	Google form to students on their participation, new skills developed and enjoyment of the program.

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in science and technology through hands-on real world experiences.		the experts throughout the term until all students are confident in their ability to share their knowledge with 2/3/4.			To purchase hands on resources for coding.
To gain knowledge and further develop understandings about Missionary Discipleship.	Term 1- Understanding Missionary Discipleship - Mary as First Missionary Disciple (Module #1)	Participants will be identifying a working/ongoing understanding of Missionary Discipleship, engaging with and gain understanding of Mary as first Missionary Disciple. They will gain an appreciation of the background, theology and practice of the Angelus.	R.Doyle	Chairs/tables Angelus Kit	Ongoing
	Term 3-' Lessons from the Long Paddock.' Working with staff to increase understanding of missionary discipleship. This may include attending a retreat or Connections at Mulwala with the staff of schools in the South West.	2 day retreat for all staff from South West Deanery  The theme of this retreat could be - Lessons from the Long Paddock (Kate and Columba) Term 3	Bishop Columba	CSO funding	postponed
To give opportunities to students to gain and apply knowledge, to deepen their understanding and develop creative and critical thinking skills within an authentic context. This will be done through STEM	Term 2	Teachers are given PD on STEM and as a school best practice is decided on and an action plan is developed for whole school approach.  Students are introduced to a variety of STEM projects and from the action plan are able to make choices on the project that meets their interest.	R. Doyle E. Browne N.Braybon CSO	Grant application CSO Funding	Google form to teachers and students on the positive/ improvements gained and/ or needed to continue program. Completed at the end of term 2.

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activities with integrated approach.					
To develop cultural change, establishing feedback systems that work and support people to develop the skills to lead crucial conversations effectively.	Monday 9th April 2018	Utilise Brendan Spillane's expertise in capacity building in individuals and teams, developing leaders to take personal responsibility for their work and also about the key behaviours that underpin the high performance mindset.	Brendan Spillane	Funded by CSO & school	Ongoing

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### Priority Key Improvements for 2019

#### 2019 Annual Improvement Plan

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings & recommendations and from the CSO's strategic plan)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy. We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
<p><b>Priority Area: Capacity Building</b></p> <p>A highly skilled System workforce focused on improving outcomes for all students.</p>	<p>Students achieving at least 1 year's growth using the EMU Growth Points</p>	<p>Engage with the EMU Mathematics Assessment Interview</p> <p>Ongoing implementation of the Targeted Mathematics Initiative with a focus on individual teacher growth and further challenge to Kindergarten and Years 4-6 in Number.</p>	<p>TMT- R.Doyle Classroom Teachers Principal</p>	<p>TMI Resources</p>	<p>Ongoing monitoring by Monash University TMT surveys and reflections</p> <p>NAPLAN results</p>
<p><b>Priority Area: Effective Feedback</b></p> <p>Embedded schoolwide processes of comprehensive data collection, analysis and displaying alongside the building of effective feedback practices across the school (staff:staff, staff:student &amp; student:student).</p>	<p>Evidence of an average of two teacher observations with follow-up meetings per term</p> <p>Termly staff meetings focused data analysis and the work with Lyn Sharratt</p>	<p>Teacher observations and follow-up coaching conversations</p> <p>Termly PLP meetings</p> <p>Teachers program for ongoing formative and summative data gathering and effective feedback with students.</p> <p>Pupil Free day focused on delivery of effective feedback to students</p>	<p>Teaching staff</p> <p>Teaching staff</p>	<p>Time allocation</p> <p>CEDWW PL modules Lyn Sharratt</p>	<p>Observations to be shared at staff meetings with evidence of improved teacher practice.</p> <p>Staff meetings to collaborate on student progress</p>
<p><b>Priority Area: Staff/Student Wellbeing</b></p> <p>Extensive monitoring of student and staff wellbeing and improvement of staff knowledge of the 5 School Values, their consistent</p>	<p>Regular student well-being surveys</p> <p>Monitoring of student incident reports and targets set</p>	<p>Start of the year student well-being survey and follow up survey</p> <p>Termly staff meetings</p> <p>Weekly School Values lessons</p> <p>Spirituality Day</p> <p>Social Justice &amp; Mission Day</p> <p>Parent Information evening</p>	<p>All Staff Parents Students</p>	<p>Staff Prue Horan Centacare</p>	<p>Ongoing monitoring by staff, planned meetings with a focus on reflections and monitoring of student incident reports</p>

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## 2018 Annual Report

# St Joseph's Primary School

implementation in the school and embedding into the school culture.					
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### Section 10: Parent, Student and Teacher Satisfaction

#### Parent Participation

**The information below is a guide only. You may write this to suit your school.**

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

All parents of the school are automatically a member of the School Council when they enrol their child in the school. Parents are encouraged to attend monthly meetings of the School Council and contribute to the life of the school.

The school values a positive relationship with the parents and their families therefore welcoming them into the school at every opportunity. Parents are involved and participate in various school events and are invited to be part of the life of the school.

Parents of St Joseph's School have been very encouraging and have made many positive comments about the school. Examples of such comments are:

'The school has great feel and you're really welcomed and valued as a family'

'We are just so fortunate to have the buildings and playgrounds we have''

'We have a large staff for a small school and they know and support our students fantastically'

'We have so many different opportunities offered to our students, from music to Bluearth and many incursions and excursions'

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### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
45%	55%	0%

### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
80%	20%	0%

### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
80%	20%	0%

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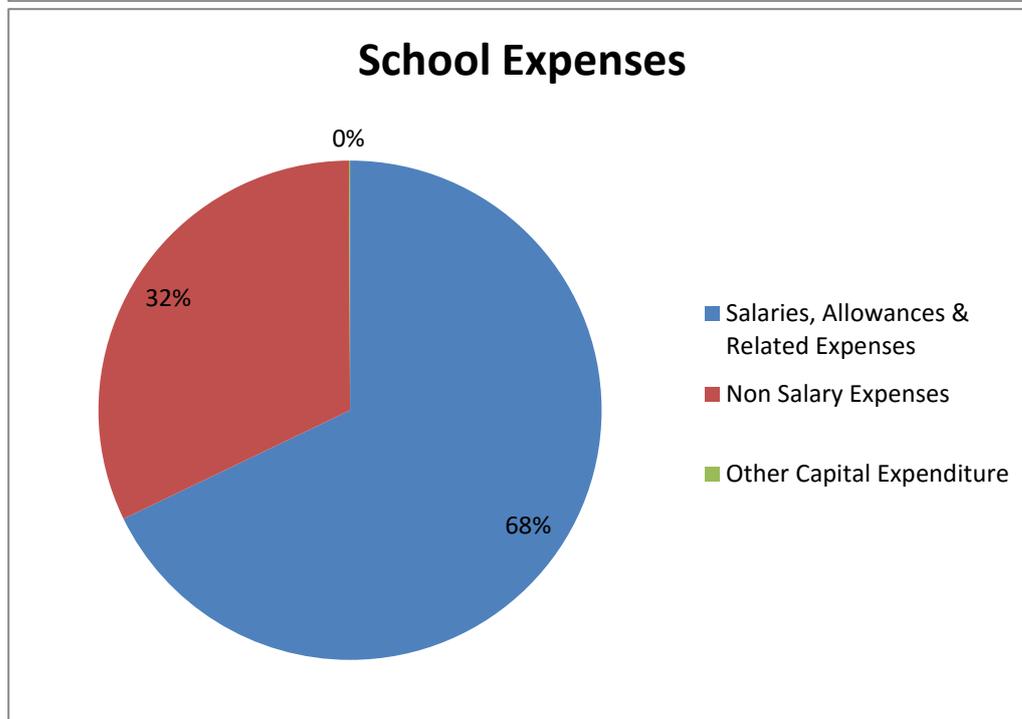
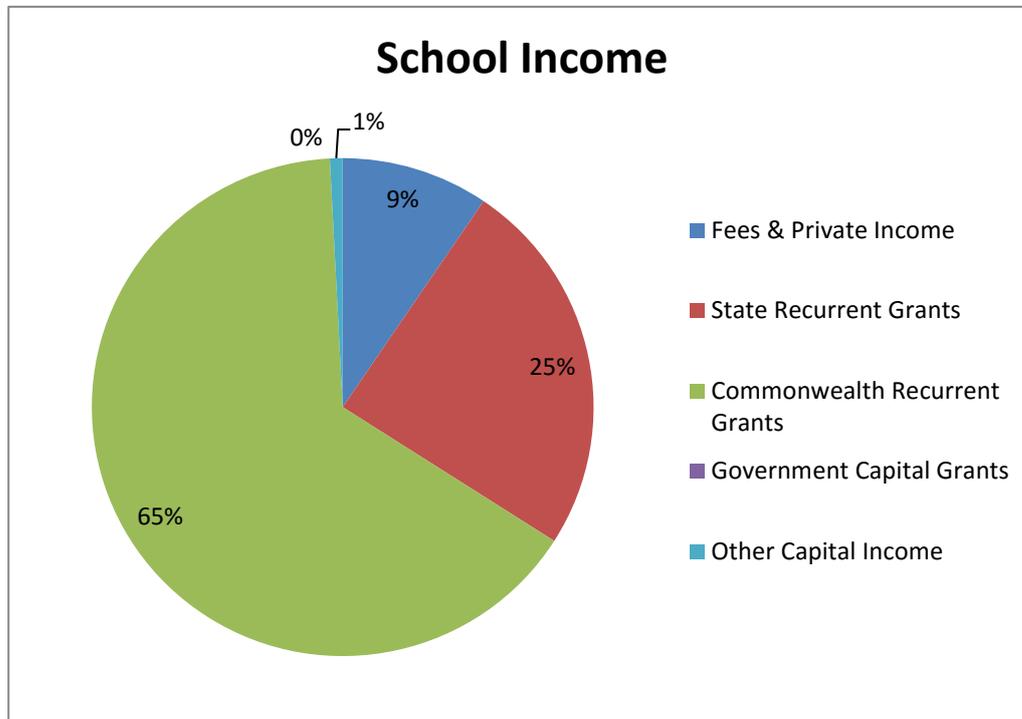
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### Financial Report



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