

2021 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL
LEETON



**Catholic
Education**

Diocese of Wagga Wagga

2021 Annual Report (Primary)

About this Report

St Joseph's Primary School, Leeton 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 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, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that **St Joseph's Primary School, Leeton** 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](#).

2021 Annual Report (Primary)

Section 1: Message from Key Groups in Our School Community

Message from the Principal

Well another year has passed and St Joseph's is going from strength to strength. Over the past few years enrolments have continued to increase with next year's Kinder numbers currently at 50. Increased enrolments reflect confidence in our school. I would like to thank the 2021 School Council for setting a tone of positivity in support of our school. These ripples spread out into the wider school community.

I would particularly like to acknowledge the St Joseph's School Council chairperson, Angelo Piccolo. Being chairperson means giving time and taking on additional responsibilities. I would like to acknowledge Libby Gillespie, for all she has done for St Joseph's over the years as both a teacher and a parent including your role as a member of our school council.

Thank you to Karen Vogel, St Joseph's Acting Principal. Karen generously agreed to step into Caitlin Smith's shoes in Term 4, while Caitlin stepped out on maternity leave.

COVID-19 affected the school again this year, with home learning taking place for four weeks in Term 3. During this time, the flexibility, professionalism and dedication of staff was evident for all to see. With just one weekend to prepare, the entire school made the move to home learning.

Whilst it was not their choice, the families of St Joseph's put aside their regular responsibilities to supervise home learning, ensuring that all students continued to learn.

Following interviews last month, Caitlin Smith was appointed as St Joseph's Assistant Principal. Cait has been in the role this year as a secondment, but will now take on the role in a permanent capacity. In the last few weeks, interviews for teaching positions took place. Three new teaching staff will join the team in 2022, Gena Frazer, Jane Vallance, Lara Belford and Catherine Lyons. We feel very fortunate to have such skilled teachers joining us.

This year, a significant plumbing project was completed to resolve flooding issues in the Infants' area and the staffroom. This project was funded by the Catholic Education Diocese of Wagga. New carpet has been installed in most classes in this area. The installation was funded by insurance.

MaryJane Simms
Principal

2021 Annual Report (Primary)

Message from the Parent Body

Chairperson's Address 2021

2021 was a great year for St Joseph's. So many people gave generously of their time and expertise to make the school the success it is today.

Congratulations to the fundraising committee, ably led by Jenna Bel, who managed to fundraise early in the year, while we still could, raising \$10,897 for the school. Fantastic effort.

2021 was impacted by COVID-19 with many school events being cancelled. The school community moved to home learning for four weeks from August 16th and once again, staff and families worked together to make sure all students continued to learn.

Enrolments are up again this year. This is the third year in a row that enrolments have increased.

Many thanks to the staff for their dedication over the course of the year. Following interviews, over the last few weeks, three new members will join the St Joseph's staff in 2022. Gena Frazer, Jane Vallance, Catherine Lyons and Lara Belford. All four come to St Joseph's with a wealth of experience.

A significant plumbing project was completed to resolve flooding issues in the Infants' area and the staffroom following rain. This project was funded by the Catholic Education Diocese of Wagga Wagga and has proven to be very successful. New carpet was installed in most classrooms in this area.

As the school grows, more classrooms will be needed. This year the demountable building was refurbished with new paint, floor coverings and air conditioning. This room is now used for Passive Play and transition classes.

I would like to say that I do feel privileged to Chair the School Council and thank the other members of the council for their efforts and support. I would like to thank the teachers and support staff and particularly MaryJane for her continued support and the extra effort that she puts in week after week for the school. A special mention to the office staff, Kate and Kylie, who are the first point of call at the school and always go about their duties with a smile.

Angelo Piccolo
St Joseph's School Council Chairperson

2021 Annual Report (Primary)

Message from the Student Body:

School Captains' Speech 2021

My name is Domenica Piccolo. And my name is Hudson Manuel. We had the wonderful privilege of being the St. Joseph's School Captains in 2021.

During my time at St. Joseph's I have learnt many valuable things - both academically and socially. I believe I'm now a better person because of my experiences at St Joseph's.

Our school fosters treating people kindly, being responsible for my actions and words, making friends and of course learning! We've met a lot of people at St Joseph's which has helped us fit in with people from all walks of life.

Because of St Joseph's we will always choose Kindness, Gratitude, Learning, Safety and Respect during my life. My seven years at St. Joseph's has been an amazing journey. Every day, I walk through the school gates feeling safe and included, and looking forward to seeing my friends.

St Joseph's has taught me many qualities such as; to treat others the way you want to be treated, to be more like Jesus and to always try my best.

Even though we were hindered by a pandemic we still got a lot done!

Stage 3 were excited to go on an excursion to Canberra in Term 2. We learnt a lot of fun and cool things at Canberra at places such as Parliament House, the Mint, the Reptile Zoo and the Australian Institute of Sport. Everyone had so much fun on their three day excursion at Australia's Capital City.

In Term 3, Year 6 received the sacrament of confirmation. We would like to thank Father Anthony, Bishop Mark and all teachers who guided us along our journey to receive the fruit and gifts of the Holy Spirit. We were truly blessed.

We participated in, 'In Their Shoes Day.'" Walking to St Francis and carrying buckets of water and only eating rice. It enabled us to experience what living in a less fortunate country would like. It also made us realise how lucky we are too!

This year we had to go back to learning from home. It could have been a disadvantage for everyone, considering we weren't able to do face to face learning for a short period of time, but everyone did their best to keep doing the work the teachers provided. I'd like to thank the teachers who did an awesome job during home schooling to keep us very busy with our learning and zooming!

We have had a lot of fun this year with sports such as the athletics carnival, cross country, swimming carnival and Bluearth. A lot of people represented the school in all of these carnivals and did a great job.

2021 Annual Report (Primary)

Hudson and I would like to thank all the Stage 3 staff who have helped us grow throughout the entire year. This includes Miss Cirillo, Miss Marin, Mrs Amy Smith, Mrs Simms, Mrs Vogel, Mrs Caitlin Smith, Mrs Frazer, Mrs Houghton and anyone else we have missed. Thank you to all the other staff that have been at this school and helped influence who we are today.

Domenica Piccolo and Hudson Manuel
2021 St Joseph's School Captains

Section 2: School Features/ Context

St Joseph's Primary School, Leeton is a Catholic co-educational primary school situated in the Riverina district of New South Wales. St Joseph's is a growing school. The 2020 student population is 257 with growth projected again for the following year.

St Joseph's students come from a wide range of cultural heritages including Italian, Filipino, Samoan, Chinese, Indian, Pakistani, Greek and South African, to name just a few. Students are encouraged to develop their relationship with God through participation in prayer, liturgy, social justice and religious education lessons.

A professional and dedicated staff supports the students at St Joseph's. Learning experiences are enhanced by technology and students are at the centre of all decision making.

Religious Education and celebrations are important in the life of the school. Students and staff assemble each Friday afternoon for Acknowledgement of Country, prayer, awards, celebration of achievements and the national anthem. Unfortunately, during much of the year, families were not permitted to attend assemblies due to COVID-19 protocols.

Major liturgical feasts and seasons of the church are celebrated with Mass. The spiritual life of students and their pride in themselves and the school are celebrated at every opportunity.

2021 Annual Report (Primary)

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Indigenous	Total
126	131	41	17	257

*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.

[St Joseph's Leeton Enrolment Policy](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	95%
Year 1	94%
Year 2	94%
Year 3	95%
Year 4	93%
Year 5	93%
Year 6	91%

The average student attendance rate for 2021 was 94%.

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

2021 Annual Report (Primary)

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.

2021 Annual Report (Primary)

Section 4: Staffing Profile

There are a total of 22 teachers and 11 support staff at St Joseph's Leeton. This includes 16 full-time and six 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	6
Proficient	16

Percentage of staff who are indigenous	3%
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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.

2021 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 2021, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Renewing faith through liturgy

2021 Annual Report (Primary)

- Renewing faith through prayer
- People of reconciliation
- Restorative practice

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, Leeton follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

St Joseph's celebrates its Catholic heritage with rich symbolism that is embedded within the classroom and learning experiences. A crucifix and mission statement are a central focus in each classroom and each staff space to remind students and staff of our Christian beliefs. Each class has a prayer table that holds significant symbols of heritage. This table is covered in a coloured cloth that reflects the liturgical colour of the Church's year at the time. The table presents items such as a bible (opened to the specific learning for the week), a prayer book, a candle, a picture of the Pope, and other symbols that the teacher chooses to assist in enhancing the prayer space. Through this, students and staff are reminded and encouraged to continue being faith filled people.

Liturgical Life of the School

The liturgical life of St Joseph's is evident in the many celebrations which are a vital part of Catholic life. Each Thursday, the parish priest visits the class rostered on for that week and speaks to them about a specific theme or focus on the liturgical time of the year or the content being taught in that class. That class then attends Mass the next day to further their learning and understanding of the previous lesson. The whole school also attends Mass on the first Friday of the month and any feast days throughout the year. The school is very fortunate to have these opportunities to enhance Religious Education and liturgical life.

Classes pray regularly throughout the day and are specific to each class with some classes having prayer leaders or prayer routines. Classes pray every morning and afternoon and before every break to give thanks for their meals and play time. A very useful prayer resource that facilitates prayer time with a range of prayers and reflective practices was received during the year. Staff participated in regular prayer practices with each Wednesday morning staff meeting and afternoon meetings were prefaced by prayer.

Each year, St Joseph's prepares for the sacraments of reconciliation, first holy Communion and confirmation. For both holy Communion and confirmation, students participate in a retreat day to deepen their understanding and prepare them for the sacrament. Students were able to participate in each of these events with reconciliation being a little later in the year due to COVID-19. The St Joseph's community was very fortunate to have Bishop Mark confirm Year 6 students two years in a row, attending an information session with the students and leading the confirmation Mass.

2021 Annual Report (Primary)

Staff and Student Faith Formation

As a part of professional development, staff engage in faith formation through religious staff meetings and spirituality days. The Spirituality Day was led by Lauren Watson (Religious Education Coordinator) which deepened knowledge of Advent. Staff were given the opportunity to reflect on Advent scripture and deepen their understanding that the extraordinary can be hidden in the ordinary. The central message gained from this professional development was the idea that "It is the beautiful task of Advent to awaken in all of us memories of goodness and thus to open doors of hope."

Social Justice

Throughout many events and programs, St Joseph's supports the work of Caritas and Catholic Mission through particular fundraising initiatives during Lent and Catholic mission in Term 4. Lenten fundraising linked with Project Compassion which was called Five Cent Friday. Every Friday during Lent, students brought their loose change to add to their house colour's line. This line was measured and the money counted and at the assembly, the winning house was announced as well as the total money raised for that day. Unfortunately, because of COVID-19 guidelines and regulations, Stage 3 were unable to run their annual Mission Day during Term 4.

Professional Learning in Catholic Life and Mission

The Catholic Education 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.

As part of the whole school focus on improving relationships, St Joseph's continued the development of the Positive Behaviours for Learning policy, which is centred around Restorative Practice. This collaborative approach saw a continued improvement in the behaviour of the majority of students and positive interactions between staff, students and their peers.

The professional learning goal was to enhance the vision, mission and purpose of this Catholic school and to engage students in Religious education through the whole person (head, heart and hands). St Joseph's Vision and Mission Statements were reviewed at the beginning of the year and were revamped. These were displayed in every classroom and staff space to provide a clear reminder of the vision and mission. These could be used in various teaching and learning experiences. Staff met to increase their awareness of the head, heart and hand approach in teaching Religious Education. This was informed by some staff members currently studying at Campion College, which focused on this aspect and more hands-on learning in teaching and learning of Religion. The focus on developing prayer continued which provided staff with the opportunity to expand their knowledge on prayer and resources they could implement within their classrooms. This was achieved by reviewing prayer scope and sequence and developing significant prayers to be taught in each grade. Staff were also provided with professional learning on planning and delivering masses to increase their confidence and understanding of the Mass itself.

2021 Annual Report (Primary)

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 (KLAs) 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.

Student Support

St Joseph's students are supported to reach their full potential in a variety of ways:

- Reading Recovery is available for teacher identified students in Year 1
- MiniLit supports teacher identified students in Infants classes
- All classes are supported by a teacher assistant
- Focussed intervention through Extending Mathematical Understanding groups is provided for Years 1 and 2
- Additional literacy support is provided for identified students
- Students with special needs were catered for through the provision of Personalised Plans and where necessary, additional support
- Students accessed Royal Far West support in the areas of speech and occupational therapy and wellbeing
- Participation in the 'Bluearth Program' develops self confidence, team skills and resilience
- Opportunities were provided for enrichment and support through teacher attention to differentiation
- Various sporting bodies conducted skills clinics during the year where students learnt the skills of a specific sport from talented players or development officers. These sports were funded by Sport in Schools
- Students and teachers were supported to use the information gained through the Mathematics Assessment Interview to implement targeted maths groups.
- The Maths Focus Teacher continued to support the teaching staff to develop targeted teaching and learning programs for each growth point within the four domains. The effectiveness of these initiatives was further developed and monitored through the MAI Tracking Tool.
- The English Coach led individual Learning Conversations, Learning Walks, Professional Learning Sessions with individual stages and Case Management Meetings.

2021 Annual Report (Primary)

Additional Opportunities

Sporting Pathways

- Senior St Joseph's students have the opportunity to explore a variety of elite sporting pathways. These pathways are accessed via trials and tryouts. Sports include touch football, rugby league, basketball, netball, tennis, golf, AFL, cricket and many others.

Music Tuition

- Students from Year 2 to Year 6 were given the opportunity to learn a variety of musical instruments and to be a member of the school band.

Passive Play

- Each recess and lunch, students have the opportunity to engage in gentler play options at the Passive PlayStation. This includes activities such as chess, building blocks and other games.

NAIDOC Week

- Activities are organised to celebrate NAIDOC Week and to enhance student knowledge of Aboriginal culture and heritage.

Kinder-Year Six Buddies

- All Year 6 students are buddied with a Kinder student to help them settle into Primary school. This enhances the warm and welcoming atmosphere from the classroom to the playground.

2021 Annual Report (Primary)

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

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

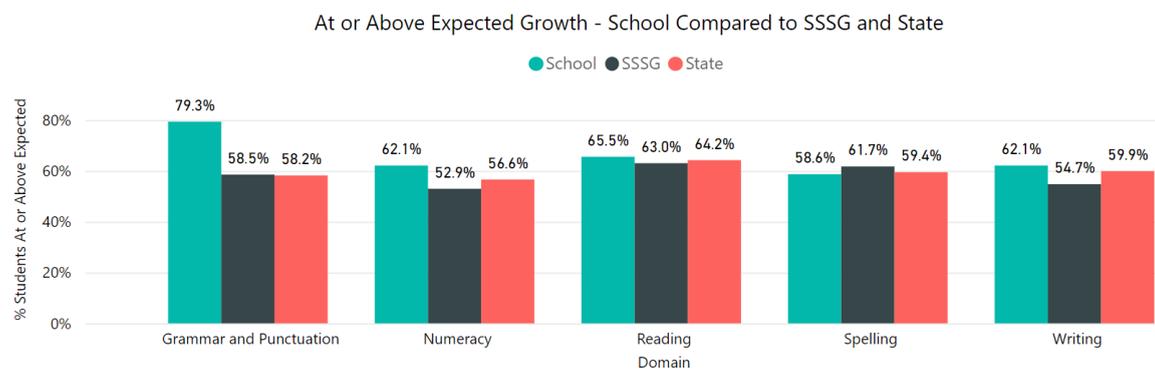
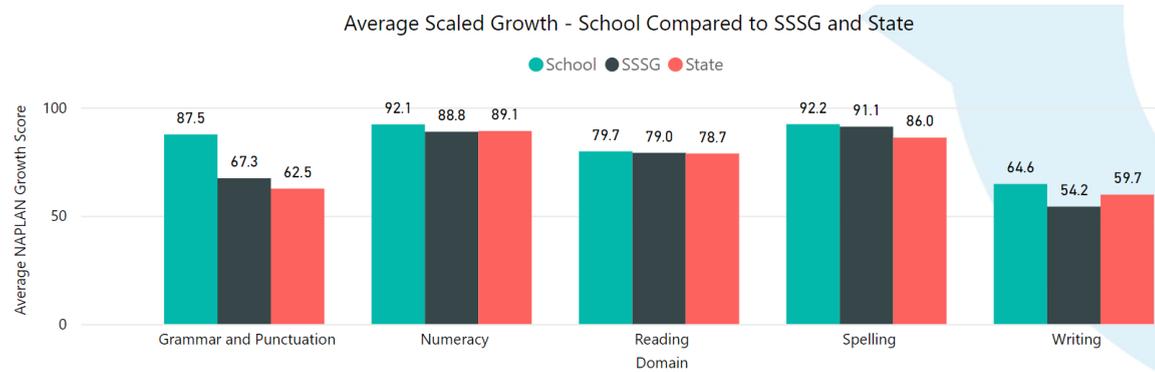
NAPLAN 2021 Results

NAPLAN 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 2021, all CEDWW schools completed NAPLAN Online.

Growth

There is an expectation that student individual scores improve between testing periods, reflecting their learning over the two year period. Growth figures provide information about student growth in test scores compared to the previous testing. The graphs below show the individual school growth compared to the Statistically Similar School Group (SSSG) and state growth. The first row shows how average growth for the school (green) compares with the average growth for the SSSG (black) and the state (red). The SSSG is determined by the Department of Education.

Year 3 to Year 5



2021 Annual Report (Primary)

Summary of Means

	Number Students	of	School Mean	State Mean
Year 3				
Numeracy	25		410.1	411.5
Reading	25		421.8	442.6
Writing	25		435.8	433.8
G&P	25		433.3	442.5
Spelling	25		412.2	433.1
Year 5				
Numeracy	31		501.0	502.8
Reading	31		510.3	514.44
Writing	31		487.8	488.4
G&P	31		519.9	509.4
Spelling	31		506.7	514.2

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](#).

St. Joseph's Primary School Leeton Student Wellbeing Framework

At St Joseph's Primary School, the teachings of Jesus are at the very centre of core beliefs. The school aims to create a positive environment through living the Gospel. Pastoral Care and the manner in which one another is treated, is modelled on Christ's love and is the active expression of care and concern for each community member.

Building positive relationships is the responsibility of the whole school community. It embraces a network of relationships among students, teachers, parents and the wider community. The Wellbeing Policy and practices are an intentional focus in response to the needs of the members of the school.

To meet these needs St Joseph's Primary School:

- Employs holistic efforts towards becoming a deeply reverent community.
- Actively promotes dignity for all.
- Maintains a strong and proactive stance against bullying.
- Models leadership as influence, not as 'power-over'.
- Engages in honest, open and transactional communication.
- Provides a high level of support to each staff member and student
- Maintains high performance expectations for self and others.
- Establishes school norms that support academic excellence and maximises student strengths.
- Deals with student conflicts constructively and peacefully.
- Bases student discipline on teachable moments and meaningful growth
- Opportunities

(Source: 'Children's perspective — an Australian study')

All policies, including Wellbeing, Pastoral Care, Awards of Excellence, Anti-Bullying, Behaviour Management, the Positive Behaviours for Learning process, Discipline Procedures and Suspension and Exclusion Procedures are available on the [St Joseph's Primary School, Leeton](#) website.

The creation and maintenance of positive relationships is the responsibility of the whole school community. A network of relationships among students, teachers, parents and the wider community is embraced.

2021 Annual Report (Primary)

Pastoral care practices were created as an intentional response to the needs of the members of the school. St Joseph's Wellbeing Committee consists of the Principal or delegate, school counsellor, Religious Education Coordinator and staff who have submitted a Wellbeing referral. The committee meets weekly to discuss students who require particular care and to put into place actions to meet their needs.

The Wellbeing and Pastoral Care policy is available on the [St Joseph's Primary School, Leeton](#) website.

Centacare Wellbeing Practitioner

St Joseph's students can access the services of a wellbeing practitioner. The wellbeing practitioner provides both individual, small group and whole class support. The avenue for this support is via the School Wellbeing Committee or from a parent/ carer request.

Leadership Opportunities

Each year, staff and students elect school and sporting house captains. These students take on additional responsibilities, such as leading school assemblies. All Year 6 students undertake leadership workshops and each of them lead committees to serve the school. The Student Representative Council includes an elected student from each class and gives young students their first experience in handling responsibility.

Students can elect to be part of the Clean Team. This group focuses on Environmental issues locally and globally.

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](#).

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.

Anti-Bullying Policy – St Joseph's

Bullying is unacceptable and St Joseph's maintains a strong stance against bullying. At St Joseph's, all students take part in anti-bullying lessons as part of the curriculum. Students are provided with the language and strategies to stop bullying if they witness it and ways to seek help if they experience bullying. National Anti-bullying day is celebrated each year at St Joseph's in order to maintain a high profile of the rights of each student. St Joseph's Primary

2021 Annual Report (Primary)

School Anti-Bullying Policy, Behaviour Management, the Positive Behaviours for Learning process and Discipline Procedures are available on the school website.

See CEDWW Policy [HERE](#).

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.

St Joseph's held the equivalent of six staff development days this year with areas of focus as follows:

- Spirituality
- Building Capacity in Teaching Mathematics
- Planning, Teaching and Assessing in English to lift student achievement
- Supporting and Tracking Student Achievement in Writing

Initiatives Promoting Respect and Responsibility

St Joseph's, Leeton is a Positive Behaviours for Learning school. The core values are Respect, Learning, Gratitude, Kindness and Safety. These behaviours are acknowledged and celebrated. Further information can be found on the school website.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions 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](#) and 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.

2021 Annual Report (Primary)

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.

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 diocesan documents in 2021.

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 St Joseph's office.

See CEDWW Policy [HERE](#)

2021 Annual Report (Primary)

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

St Joseph's, Leeton- Annual Improvement Framework Goals 2021

Renewing Faith through Liturgy: Improving staff understanding of and student participation in the Mass, deepening relationship with God and others

Renewing Faith Through Prayer: Building classroom prayer life, deepening relationship with God and others

People of Reconciliation: Spirituality Day, Improving staff understanding of Wiradjuri culture and spirit, deepening relationship with God and others

Restorative Practice: Supporting staff in their use of Restorative Practices

Renewing Faith Through Prayer: Catholic Mindfulness and Meditation

Unpacking the English Syllabus

- Provide professional learning on the English Syllabus

- Exploring textual concepts and planning

Developing an English Agreed Practice

- To review the CEDWW Literacy Framework to inform the development of a balanced English session

2021 Annual Report (Primary)

Developing an English Scope and Sequence

- Develop an English Scope and Sequence informed from the English Syllabus and the CEDWW Literacy Framework by the start of term 2

Assessment Waterfall Chart

- To engage in Professional Learning provided by Lyn Sharratt and use the learning to improve practice and student outcomes.
- To coordinate Learning walks, Walk throughs and Learning Conversations to improve the quality of teaching and learning.

Focus on Oral Language

- To support the spoken English of EALD students
 - To increase student proficiency in spoken and written grammar
- Teachers to develop and record on MyPaD a professional learning plan goal with a focus on writing.

Community and Compliance

- Review all documentation in accordance with current guidelines in preparation for registration in Term 3
- Develop updated Role Descriptions for all levels of Executive and specialist teachers

Overview of the success of the 2021 Annual Improvement Plan

- The Professional Learning plans for each term are created in close alignment with the Annual Improvement Plan.
- This ensured that the majority of the goals in the Annual Improvement plan were achieved.
- Further professional development on supporting students from a different language background will be required in 2022. This will be a continued focus in 2022.

2021 Annual Report (Primary)

ST JOSEPH'S PRIMARY SCHOOL – LEETON



ANNUAL IMPROVEMENT PLAN 2022

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evidence Informing each Area for Improvement:

Staff Requesting Professional Learning in the teaching of Religious Education

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 end of 2022, the staff at SJLE will build pedagogical understanding in teaching Religious Education using The Lighthouse Project in order to build teacher capacity and enhance student engagement in Religious Education.</p> <p>By the end of 2022, SJLE will facilitate a Spirituality Day to develop the theological understanding of the Story of Salvation history in order to enrich students' learning in Religious Education.</p>	<ul style="list-style-type: none"> • Attend St Joseph's Junee (REC and Support Person) for Professional Learning on the Lighthouse Project • Conduct and analyse student engagement and teacher confidence in teaching Religious Education using pre and post project survey data • Conduct four staff meetings with CEDWW personnel and Kellie Salmon (SJJ) in Terms 1,2 and 3 • Reflect on the success of the Lighthouse Project from a teacher's perspective • Conduct a Spirituality day supported by CEDWW 	<ul style="list-style-type: none"> • Pre survey results will be compared to post survey results to determine 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 • A Showcase presentation will be presented in Term Three which demonstrates student engagement and teacher reflections of the pedagogical successes and future directions.

2021 Annual Report (Primary)

DOMAIN: LEARNING AND TEACHING		
Evidence Informing this Area for Improvement: Creating SJLE contribution to CEDWW transFORMATIVE learning statement Embedding multiple new staff into St Joseph's culture		
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>TransFORMative learning</p> <p>Staff will engage in Staff Professional Learning to establish overarching best practice in teaching and learning so that each student achieves the best possible learning outcomes.</p>	<p>Best practice as TransFORMative learning</p> <p>Transformative Learning happens when:</p> <ul style="list-style-type: none"> • teachers... • students... <p>Collate to create staff norms for 2022</p> <p>Feedback to staff on evidence of transFORMative elements in their teaching via Learning Walks</p>	<p>Staff rating our school each term using appendix A chapter 3 of Authentic Learning- 10% increase of 2 lowest elements</p>
<p>St Joseph's staff will implement high-impact classroom practice throughout 2022.</p>	<ul style="list-style-type: none"> • Review Agreed Practice Maths/English • Using ongoing assessment data → Reading Data Tracking using PM Benchmark Kits → Addition and Subtraction Data Wall (supported by TMT) → Co-created writing Bump It Up walls (supported by LIT) • Integrate CMM into staff meetings • Exec team Learning Walks and Talks • Embedded Teaching, Learning & Assessment Waterfall Model • Classroom as a third teacher 	<ul style="list-style-type: none"> • Teaching programs in Maths and English will reflect clear alignment with agreed practice in Maths and English. • Learning walks (exec/MFT/LIT) where observations can occur and timely feedback given • Staff (supported by TMT) will collaboratively co-create a K-6 Numeracy Data Wall centred on Addition and Subtraction • Staff (supported by Curriculum Coordinator) will co-construct a K-6 Reading Data wall using PM benchmarking kits • Staff (supported by LIT) will co-construct a Writing Bump It Up Wall for use across multiple

2021 Annual Report (Primary)

		<p>stages</p> <ul style="list-style-type: none"> Agreed Practices and Assessment Plans will clearly outline the required assessments and timeframes in which they are to be completed
<p>St Joseph's teaching staff will embed best practice in English and Mathematics supported by Professional Learning Conversations with Knowledgeable Others (LIT & TMT) throughout 2022.</p>	<ul style="list-style-type: none"> TMT to meet with each teacher three times per term LIT to meet weekly with K-2 grade partners If possible, PLC time given to grade/stage partners to plan concept based English units of work, supported by LIT or Curriculum Coordinator 	<ul style="list-style-type: none"> LIT/TMT will provide regular observations and feedback to teachers LIT/TMT will provide teachers with relevant professional reading to enhance their understanding and implementation of best practice LIT/TMT may model best practice in the classroom for the benefit of classroom teachers Case Management meetings

Evidence Informing each Area for Improvement:

The number of referrals to RFW Telehealth for OT regulation support has increased as has the number of teacher requests for families to seek paediatric support and intervention with regulation which has led to paediatrician requests for Connors to be completed by teachers and parents/carers.

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>Staff will provide ongoing timely interoception to support the development of positively engaged students who can self- and co-regulate 80% of the time by the end of Term 2 2022.</p>	<ul style="list-style-type: none"> Introduce the Berry Street Education Model-neurosequential model in Education: developmentally informed approach through PL Identify over and/or under responsive behaviours Include RTL activities through PDH in Term 1 2022(Link to NSW PDHPE outcomes is coming) daily scheduled interoception activity plans Ready to learn plans 	<ul style="list-style-type: none"> 10% reduced referrals for IDL and OT intervention after 8-10 weeks of the implementation of interoception activities, students are more able to self-regulate their emotions, exhibit less off-task behaviours and engage in more kind and considerate behaviours 10% decrease of incident reports 10% improved school attendance for previously

2021 Annual Report (Primary)

	<ul style="list-style-type: none"> • participate in the OLT ADHD course • Targeted groups for intensive interoception intervention eg: Zones of Regulation 	<p>identified students</p> <ul style="list-style-type: none"> • increased positive feedback from families of school/student relationship • improved school/classroom/learning engagement
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DOMAIN: COMMUNITY ENGAGEMENT

Evidence Informing each Area for Improvement: 2021 Student responses to key elements of a Catholic School

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 Catholic Schools Week students at St Joseph's primary school will have demonstrated a deeper understanding of the unique characteristics of their Catholic School by their interaction in Catholic Schools Week Activities.	<p>Kinder to Year 6 students will take part in the following activities:</p> <ul style="list-style-type: none"> • Whole school prayer service at commencement of Catholic Schools Week, led by Senior Leaders and SRC • Year 3-6 classes create A Class Kahoot (Years 3-6) on the history of St Joseph's school/ Catholic Identity of our school at the beginning and end of Catholic Schools Week. • Fastest and most accurate students in each class to take part in a championship Kahoot. • Kinder to Year Two Poster Competition (What makes my School Special) <ul style="list-style-type: none"> -we learn about Jesus -we try to be like Jesus -we are a Catholic school etc 	<ul style="list-style-type: none"> • 85% of Kahoot responses include at least one correct key point about the Catholic identity of our school. • 85% of students in Infants responses to Poster Competition including one of the key points about what is unique about our Catholic school.

2021 Annual Report (Primary)

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, Leeton. 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.

St Joseph's School Council

The school community greatly values the wisdom and support provided by the St Joseph's School Council. The School Council consists of elected and appointed members. Elected members sit for a two year term.

Fundraising Committee

Each year the Year Two families take on the responsibility of forming a St Joseph's fundraising committee. Funds raised provide additional resources for the school.

Satisfaction Feedback

This year the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

The school community greatly values the wisdom and support provided by the St Joseph's School Council.

Results of Parent Satisfaction Survey

Highly satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
28%	68%	4%	0%	0%

Results of Student Satisfaction Survey

Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
65%	20%	10%	5%	0%

2021 Annual Report (Primary)

Results of Teacher Satisfaction Survey

Highly Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
76.5%	17.6%	0%	5.9%	0%

2021 Annual Report (Primary)

Financial Report

