

St Joseph's Leeton

2017 Annual Report

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About this Report

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about school 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 School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the school community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors the school 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.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

2017 was significant year in the history of our school because it was our centenary year. It was a time of great joy and celebration. Our centenary weekend was an opportunity to stop and give thanks for those who, across the years have made St Joseph's what it is today-a contemporary, well-resourced school, with a great heart.

2017 has certainly been a full and exciting year at St Joseph's! Our students have taken part in so many learning opportunities, including music tuition, visiting performers, excursions, whole school concerts and so many sports...and that is just the tip of the iceberg! Learning is our focus and our academic results continue to be very strong.

Our P&F has led fundraising with energy and intelligence throughout 2017, with the Colour Run being the smash hit of the year. I extend a heartfelt thanks to Antoinette Cross and the P&F for their tireless work and I thank all families for supporting our P&F.

The St Joseph's School Council has also made significant contribution to the school and I thank Angelo Fiumara and the St Joseph's School Council for sharing their wisdom.

The School Council has been instrumental in maintaining and further developing St Joseph's. This included the construction of Stage One of our playground redevelopment. This new outdoor area has become a daily favourite with the students.

Finally, to the students who are the heart of our school. I thank you for trying your best every day and never giving up. I thank you for your boundless energy and your happy smiles.

Mrs MaryJane Simms

Message from the Parent Body

I would to acknowledge and thank everyone for their hard work and outstanding performance over the last 12 months. It is your contribution and commitment that has make our school a safe, welcoming, harmonious and learning environment. This focus will ensure St Joseph's remains solid and sustainable embedding faith into the ways of life of our future leaders.

It has no doubt been a progressive 12 months, with School Council assisting St Joseph's in achieving important milestones, bringing concepts to fruition, strengthening the benchmark in learning, faith, and community interaction. Highlights over the last year are;

Ø Stage 1 playground upgrade (involving multi-purpose decking, feature paving areas, remodelled sandpits, and more) from a concept 12 months ago to now a reality with works expected to be completed within the next 2 months.

Ø Replacement of evaporative air conditioners with reverse cycle units providing more efficient cooling and heating for students and teachers.

Ø Strong presence within community events such Anzac March along with the P & F's fundraising events.

Ø Strong marketing rebrand of our logo and media interface, strengthening our focus on continual improvement.

Ø Initiatives such as Play to Learn has given prospective new students an experience at St Joseph's which in turn has contributed to Kinder intakes.

Ø Our centenary was an outstanding success.

We must acknowledge and gratefully thank Principal Mary Jane Simms for her outstanding commitment and dedication. Through hard work, and leadership skills, Mary Jane has promoted and engaged with many parents and stakeholders whilst at the same time, successfully augmented the internal operations of our school. Her commitment has been outstanding both at the school and on weekends, vibrantly representing St Joseph's as a school that has its points of difference. In a short time, Mary Jane has meshed well within the Leeton school community, parents, parish, and students which has no doubt raised the benchmark of our school status.

In summing up, 2017 has shown to be an active and exciting year for our school. As a team, we have strengthened our position of vision being the primary school of choice for Leeton and its surrounding areas. Thank you and we look forward to the next 12 months.

Angelo Fiumara

School Council Chairperson

Message from the Student Body

We are honoured to have been the 2017 school captains in our centenary year. We were so proud to show past and present students, staff and community members what a beautiful school St Joseph's is today.

Abby, thanks for being a great school captain. We have proudly represented our school at various community events wearing our school uniform with pride. We would also like to thank our vice captains, Cooper and Katie, for all their support and assistance.

I for one, can still remember walking through the gates on my first day of Kindergarten back in 2011. Many great friendships have been made from across the school during our time at St Joseph's which we will cherish for many years to come.

Abby and I would like to congratulate the Student Leadership team for 2018. It is a huge responsibility to be a leader but it is an opportunity to be of service to others inspired by the leadership of Jesus.

We would like to thank Mrs Simms and Mrs Tavella for all your hard work, vision, leadership, and all you do for the students at St Joseph's.

To all the staff, thank you. You have taught, supported, encouraged or coached us in some way. Just knowing that we had so many people that we could turn to in sad and happy times, continues to make St Joseph's a safe and exciting environment.

We will always remember St Joseph's as an amazing school and we can't wait to come back in 25 years time to see the next time capsule opened. We hope to all meet again in 2042.

Year 6 aren't the only ones leaving St Joseph's this year. We wish the best of luck to teachers, students and families not returning in 2018.

We are sure that they will have many exciting adventures in their new schools. May God bless everyone this Christmas season and best of luck to the 2018 school community.

Abby Horton and Will Maguire, 2017 St Joseph's School Captains

Section 2 : School Features/Context

St Joseph's Primary School, Leeton is a Catholic co-educational primary school in the Riverina district of New South Wales. In 2017, the student population was 243. Families at St Joseph's come from a wide range of cultural heritages including Italian, Filipino, Samoan, Chinese, Indian, Pakistani and South African. Students are encouraged to develop their relationship with God through participation in prayer, liturgy and social justice. A professional and dedicated staff supports the students. Learning experiences are enhanced by technology throughout the school. Students are at the centre of everything at St Joseph's Primary School. Religious Education and celebrations are important in the life of the school. Students, staff and parents assemble each Friday afternoon for acknowledgement of country, prayer, awards, celebration of achievements and the national anthem. The school celebrates major liturgical feasts and Seasons of the Church with Mass. The spiritual life of students and their pride in themselves is celebrated at every opportunity.

Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE	Indigenous	Total
112	132	24*	17	244

*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese. St Joseph's Leeton follows this policy. See appendix 1.

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

[†]Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

A copy of the school's enrolment policy and procedures are added to this report as an appendix.

Student Attendance and Retention Rates

Year	Attendance %
Kinder	90
Year 1	92
Year 2	93
Year 3	93
Year 4	93
Year 5	92
Year 6	92

The average student attendance rate for 2017 was 92%.

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, College staff/ 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:

- 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 Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with the Diocese of Wagga Catholic Schools Office policies.

Section 4: Staffing Profile

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

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

Teacher Standards

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

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	20
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
20	9	29

*This number includes 12 full time teachers and 8 part time teachers

Percentage of staff who are indigenous	0
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

Major Professional Learning Focuses in 2017

Mathematics

Building capacity of staff in the teaching of Mathematics has been a key focus in 2018. All staff worked with the Targeted Mathematics Teacher to refine their skills and optimise the learning of each student.

Student Wellbeing

A major focus across the school has been student wellbeing. Our staff training in Kids Matter has further developed our school as a positive, welcoming place where every student feels safe, happy and knows that they are valued. This is the essential foundation for learning.

A3 Music-Upskilling Teachers

During 2017, St Joseph's staff took part in Music Education training through Australian Arts Alive, Melbourne. This professional development took place on site at St Joseph's and increased the music and drama skills of all teachers in Years Three to Six. The music program culminated with a combined concert with St Joseph's Narrandera.

Other professional learning included:

- CPR
- Anaphylaxis training
- Teacher Accreditation
- Inquiry Project (Mathematics)
- Regular Stage and Staff meetings dedicated to the improvement of our learning and teaching programs and assessment practices.
- Staff Spirituality
- Contemporary learning
- Information Technology

Section 5: Catholic Life and Religious Education

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

The school celebrated 100 years of Catholic tradition in 2017. The first Sisters of St Joseph arrived in our parish in October 1917, and began St Joseph's School, Leeton in the existing church building, with the support of Fr Reidy, the parish priest. The school is proud of their rich Josephite history, and are indebted to the many sisters who worked hard to establish and build St Joseph's school.

Our centenary weekend was a major event in on the weekend of September 24th and 25th. A large crowd gathered for the official ceremony on Saturday afternoon, where the capsule put down in 1991 was retrieved, and a new one laid down which is to be opened in 25 years time. Special recognition was given to the many Sisters of St Joseph who were present, along with past principals. Tours of the school were conducted throughout the afternoon, and displays of memorabilia were enjoyed by all, On Saturday, a dinner was celebrated for all guests, where many memories were shared. On Sunday morning, Father Tony Schipp, a former pupil of the the school, as well as past parish priest, celebrated a joyful Mass. The weekend concluded with a gathering at the school for morning tea, and further tours and viewing of memorabilia.

Liturgical Life of the School

Regular liturgical celebrations are the cornerstone of Catholic life at St Joseph's. One class attends the Friday Parish Mass each week, and the whole school comes together at least once a month and on special feast days to celebrate Mass. The Parish Priests visits classes once a week, and link their instruction to the student's current learning in Religious Education. Classes pray regularly through the course of the day. Time for prayer is tailored to match the age of each class, so that is joy filled and meaningful. Staff come together for prayer at the end of recess each day, as well as once a week before school. Preparation for the sacraments of Confirmation, Reconciliation and First Communion is a focus each year, with the whole school celebrating these occasions.

Staff and Student Faith Formation

As well as a rich liturgical life, the school celebrates its Catholic heritage and life with rich symbolism. Each classroom space, along with staff spaces and offices, has a crucifix to remind the school of the focal point of our Christian beliefs. Every class has a prayer space where staff and students gather to pray and hear the word of God. The cloth covering the prayer table reflects the liturgical colour of the Church's year. We are encouraged to be faith filled people, being Jesus to all those we meet. Each year, staff take part in faith formation by attending staff meetings and professional development days.

Social Justice

St Joseph's supports the work of Caritas and Catholic Mission through the study of their work, fundraising for Project Compassion during Lent, and Catholic Mission during the Mission month of October, with a special focus on our annual Mission Day during this month. In addition, the school sponsors a child in St Jude's School, Tanzania, paying for his education, and the wages of his teacher.

Professional Learning in Catholic Life and Mission

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

Restorative Practice

As part of the whole school focus on improving relationships at St Joseph's, staff took part in four professional development sessions in Restorative Practice. The professional development was led by Christopher Cotter from the Catholic Schools Office.

Section 6: Curriculum

St Joseph's, Leeton follows the NSW Education Standards Authority syllabus for each Key Learning Area offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

St Joseph's provides the opportunity for students to participate in a wide range of learning experiences which enhance the education experience for them. This includes the opportunity to receive free tuition in a range of musical instruments. All students are immersed in the Italian language, with a specialist teacher, Ms Lizbeth Quarisa. Students have the option of taking part in University of New South Wales competitions for Maths, Science, Computing, Spelling and Reading.

Children also have the opportunity to be supported in their learning through assistance in Stage 3 Numeracy and Literacy through Quicksmart programs. In Stage 1, children have access to Reading Recovery, a dedicated twenty week programme, with one on one tutoring to help children who have not yet mastered reading and writing benchmarks. In addition to this, a specialist literacy teacher works with Early Stage One and Stage One to assist students to meet literacy needs. The school prides itself on delivering to our students, programmes that meet their individual learning needs and goals through differentiated lessons.

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

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

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

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	31.3%	12.5%	31.3%	28.1%	25.8%	32.3%	22.6%
Band 5	15.6%	40.6%	21.9%	34.4%	32.3%	12.9%	38.7%
Band 4	34.4%	28.1%	15.6%	25.0%	25.8%	29.0%	19.4%
Band 3	15.6%	15.6%	21.9%	3.1%	6.5%	16.1%	16.1%
Band 2	3.1%	3.1%	9.4%	9.4%	9.7%	9.7%	0%
Band 1	0%	0%	0%	0%	0%	0%	3.2%
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra

Band 8	20%	0%	12%	24%	3.8%	0%	7.7%
Band 7	24%	20%	36%	20%	26.9%	26.9%	23.1%
Band 6	28%	36%	24%	24%	34.6%	42.3%	30.8%
Band 5	20%	36%	20%	12%	30.8%	30.8%	30.8%
Band 4	8%	4%	8%	16%	3.8%	0%	7.7%
Band 3	0%	4%	0%	4%	0%	0%	0%

These tables show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy.

Section 8: Pastoral Care and Well Being

ST. JOSEPH'S PRIMARY SCHOOL LEETON STUDENT WELLBEING FRAMEWORK

At St Joseph's Primary School, we believe that the teachings of Jesus are at the very centre of our core beliefs. We aim to create a positive school environment through the living out of the Gospel. At St Joseph's, we believe that Pastoral Care and the way we treat one another is modelled on Christ's love and is the active expression of care and concern for each community member.

We believe that the building of 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 response to the needs of the members of our school.

To meet these needs at St Joseph's it is our responsibility to:

- Employ holistic efforts towards becoming a deeply reverent community
- Actively promote dignity for all.
- Model leadership as influence, not as 'power-over'
- Engage in honest, open and transactional communication
- Provide a high level of support to each other
- Have high performance expectations for self and others
- Establish school norms that support academic excellence and maximize student strengths
- Deal with student conflicts constructively and peacefully
- Base student discipline on teachable moments and meaningful growth opportunities

Source: "Childrens' perspective – an Australian study"

The full policy including: Wellbeing, Pastoral Care , Awards of Excellence, Anti-Bullying Policy, Behaviour Management and Discipline Procedures and Suspension, Expulsion and Exclusion Procedures is available on the St Joseph's, Leeton Website.

Workplace Health and Safety

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

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

Section 9: School Review and Improvement

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

2017 Annual Improvement Plan.

Strategic Priority Area	Improvement Targets 2017	Evidence of Improvement	What worked well and why?	Where to Next?
Catholic Life and Mission	Students will know the history of the school including knowledge of the Josephite tradition history of the school	Student centenary projects	Whole school approach to centenary weekend Comprehensive 12 months planning involving staff and parents Michelle's leadership	Centenary understanding achieved but more work needed on students knowing about the Josephite tradition
Pastoral Care and Wellbeing	Improved student mental health and wellbeing such as resilience, optimism and coping skills.	Students using the Kidsmatter language to describe feelings/ overcome hurdles Daily meditation in place in all classes.	Weekly whole school Kidsmatter focus- Everyone using the same language Ongoing whole staff PD throughout the year from our Kidsmatter team.	Continue final 2 kidsmatter modules in 2018 with whole staff
Student Learning and Pedagogy	Increase our school results in the Number strand (by 10%)	NAPLAN data shows improvement beyond 10%	Support from TMT in Infants and across school (for action project)	Continue open ended questions focus in 2018
	Meet individual students at their point of need.	All students in school plotted on Maths continuum and teachers planning using this information Releasing stages each 5 weeks.	Releasing stages for collegial planning each 5 weeks.	Continue in 2018
	PLAY TO LEARN Demonstrated social skills readiness to start school eg parent separation	Play to learn class for 2018 is fully booked Parent feedback on perception that Play to Learn is making a positive difference to student's confidence in their transition to school	Quality teacher providing individualised learning Good communication with parents	Continue P2L in 2018
Strategic Leadership & Partnerships	Creation of new spaces where students can use the environment in a range of creative ways.	Project is complete and fully utilised by school community	Thorough plan/Aspect landscape's attention to detail	Plan for stage 2 of landscaping

Priority Key Improvements for 2018

St Joseph's Leeton, 2018 Annual Improvement Plan

	Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	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)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	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)
Strategic Priority Area	Student Improvement Targets for 2017	Implementation Strategies (what teachers and leaders do)	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	Knowledge of Josephite history	Add St Mary of the Cross (MacKillop) and Josephite charism, to RE Scope & Sequences, provide support for this strategy	By the end of Semester Two, all stages integrating St Mary of the Cross and Josephite history into RE programme	RE Leadership Team to provide support and resources	RE Staff Meeting/s devoted to methods of implementation	Increased knowledge of our school's Josephite history
Pastoral Care and Wellbeing	Improved student mental health and wellbeing such as resilience, optimism and coping skills. Increased communication with families	Discuss option of OLT Wellbeing whole school training KidsMatter team to attend final training on components 4 (helping students experiencing mental health difficulties) 2017 Staff training in components 3 (Working with parents and carers) & 4 (helping students experiencing mental health difficulties) both of these components during 2018. Revisit Restorative Practice Audit Smiling Minds meditation Zuzana to lead the embedding of weekly restorative practice circles in all classes. Staff training in effective ways to communicate with and involve families in the life of the school	Kidsmatter Modules 3 and 4 by end of Semester One Staff participate in Kidsmatter module on parent engagement	SJLE Kidsmatter Action Team All staff Who will identify the resources needed, purchase, cover and organise the resources? All staff Kidsmatter team	Resources needed 2x half day staff PD sessions To present Kidsmatter modules Purchase of children's literature each term for each stage to support Bounce Back programme. Smiling Minds meditation Utilise Kidsmatter resources to share with families	Decrease number of students seeking intervention from teacher on playground duty by 10% by end of 2018 Staff survey to be conducted Term 1 2018 Student survey Feb/Nov asking them what their needs are re Mental Health and Wellbeing Parent Survey Reduction of referrals to school counsellor by 10% compared to 2017. Survey families term one term four Seeking increase of 10% in number of families completing survey at the end of the year

<p>Student Learning</p>	<p>Improve Number strand of numeracy and teaching of Mathematics</p> <p>Increase our school results in the Number strand (by 10%) compared to similar Diocesan schools in Yr 3 and 5 Naplan compared to 2017</p>	<p>Provide professional learning for all staff in the use of the Learning progressions and ACER PAT.</p> <p>Tracking all students in MAI.</p> <p>Learning progression software (TBA)</p> <p>Develop a whole school digital document to record each student's achievement in standardised assessments.</p> <p>Parent information sessions and workshops.</p> <p>Parent Education on changing behaviours around Maths.</p>	<p>Tracking of students in Maths using EMU testing</p> <p>Systematic use of assessment instruments used to identify student skills and gaps (MAI)</p> <p>-Digital evidence each term of each child's learning progression.</p> <p>-Teachers using goal based planning for students. (MAI)</p> <p>Pre & Post information sessions survey of parents.</p>	<p>Susan Flagg-Targeted Maths Teacher</p> <p>Stage Teams Louise Blanchard Marissa Hart</p> <p>Staff from all stages Susan Mary-Jane</p>	<p>Staff PD in Maths provided for staff @ 2-3 staff meetings per term</p> <p>Staff training of progressions & training on analysing ACER results(SUSAN)</p> <p>EMU Resources sent home as Maths activity to interact with parents.</p>	<p>Student progress on MAI from start of year to end of year.</p> <p>To move 20% more students into Band 6 in Year 3 Numeracy and 20% more students into Band 8 in Year 5 Numeracy.</p> <p>Achievement of numeracy goals on individual staff PLP's</p> <p>Year 3-6 students surveyed in Feb and Nov on their attitudes towards Maths and their ability to work Mathematically. Student data recorded and will be provided to teachers for feedback.</p> <p>Increased parent support of child's Mathematics learning.How to measure? Increase in parent attendance of parents @ workshops from Feb meeting to October meeting Responses to parent surveys.</p>
	<p>Use Variety of Feedback to improve student engagement, progress and self-regulation</p>	<p>Staff PD on how to provide targeted peer and student feedback</p> <p>Utilise research to inform practice- eg Hattie,Fullan, Dylan Williams</p> <p>Set student goals (K-6) from the Learning progressions if possible at least every 5 weeks (Share with parents)HOW?? Mini report. Hopefully software will allow us to do this!</p> <p>Establish individual goals and strategies for each student</p>	<p>All staff to have completed Effective Feedback PD modules by the end of term 2</p> <p>-21 Feb (reading at team meeting</p> <p>28 Feb-Twilight Begin work on school plan)</p> <p>7 March (school plan team meeting)</p> <p>11 April-reflect on what we have trialled</p> <p>-Plan for going forward</p> <p>One class peer visit per 5 weeks to provide feedback to each other on a practice followed by debrief</p>	<p>Bernadette Gibson & Mark Moriarty MaryJane</p>	<p>Effective Feedback PD for staff in terms 1-2</p>	<p>Achievement of goals on individual staff PLP's</p> <p>Learning Intentions and Success Criteria in evidence in all classes</p> <p>Students achieving co-set individual goals based on learning outcomes (see Learning Progressions)</p> <p>Students making growth on the Maths Learning Progression.</p>

			(each staff member chooses own focus)			
	<p>Improve literacy outcomes through an explicit focus on: Spelling, Grammar and Punctuation</p>	<p>Create a school assessment plan for the systematic assessment, collection and analysis of data PD using the Literacy Learning Progressions Implement the Board of Studies Grammar and Punctuation S & S (English Syllabus 2012) Embedding Learning intentions and success criteria in teaching and learning activities</p>	<p>Spelling, Grammar & Punctuation Progress tracked each term on the Literacy Learning Progressions</p> <p>10% improvement compared to similar Diocesan schools in Yr 3 and 5 Naplan in 2019</p>	<p>All staff Curriculum coordinator Allison Burcham (Speech Therapist) Carey Menz Dowling Feedback from St3/4 Literacy Network</p>	<p>PD for staff on aspects of Grammar (eg: clauses), Punctuation (eg: ellipse), Spelling (eg: phonemes vs morphemes) PD analysing Running Records and writing samples</p>	<p>Students making growth on the Literacy Learning Progression...decide as a staff(start of 2018)</p>

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. This year St Joseph's has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Neutral	Dissatisfied
49%	49%	2%	0%

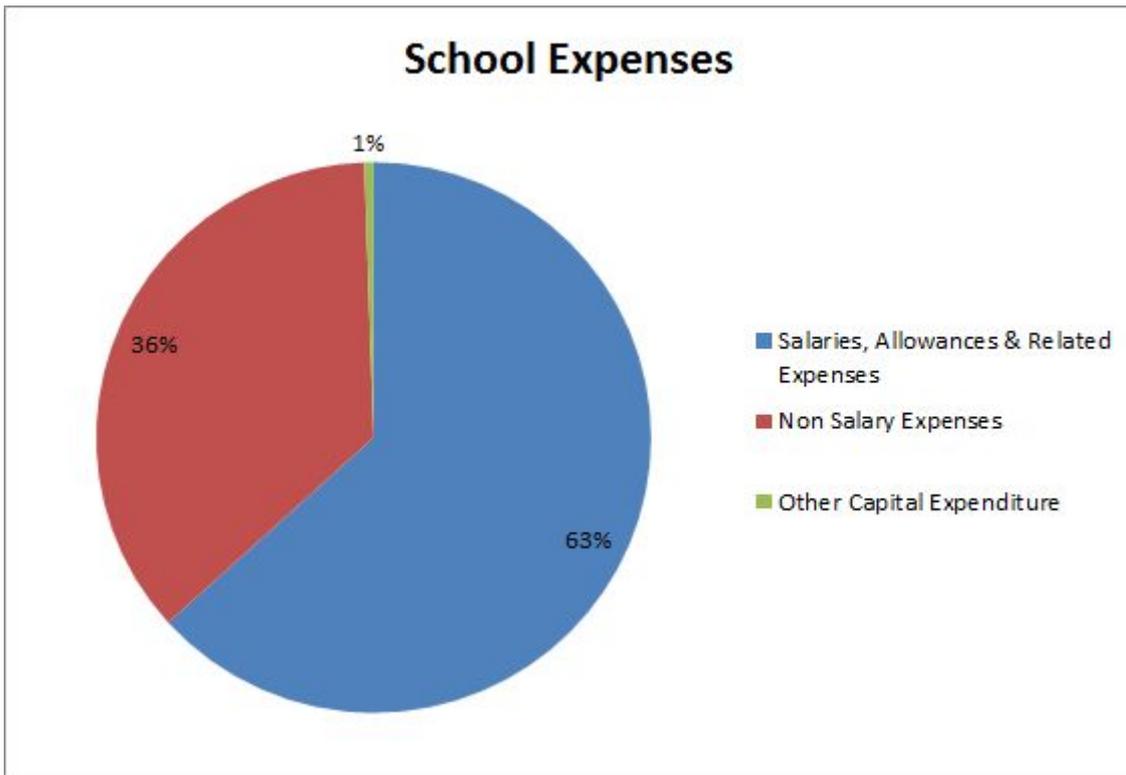
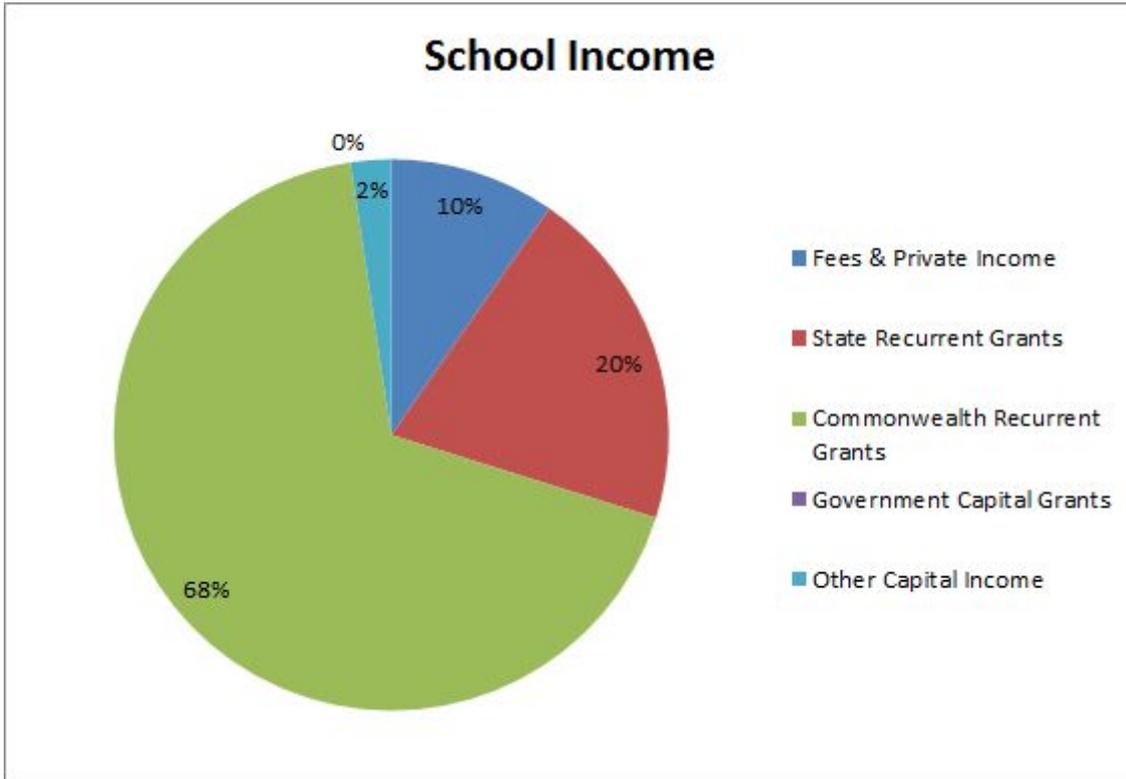
Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
28%	69%	3%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
60%	40%	0%

Financial Report



Appendix 1

ST. JOSEPH'S PRIMARY SCHOOL LEETON **ENROLMENT POLICY**

St. Joseph's is a community in which Catholic beliefs are taught and the Catholic faith is experienced, witnessed and shared. In this way the School is sharing in the Mission of the Church. The community acknowledges those children in greatest need ensuring that no child is deprived of a Catholic Education because of genuine financial hardship.

AIMS

- To provide a Catholic education for all children in our community irrespective of their differing needs, providing that school resources can support them.
- To enable children of Catholic families to make up at least 85% of the enrolment in each class.
- To ensure that no child is denied a Catholic education because of genuine financial hardship.
- To ensure all parents will give a firm undertaking that they accept and support the life, nature and identity of the Catholic School, including participation in all aspects of Religious Education.

Enrolment priority is in accordance with the Wagga Wagga Diocesan Enrolment Policy and is as follows:

- v Date of application is used to determine a priority order within a category.
- v If the number of applications exceeds the number of vacancies then the age of the student becomes applicable. Older children are accepted first.
- v Order of Priority:
 1. Siblings
 2. Catholics within the Parish
 3. Catholics outside the Parish
 4. Non-Catholic students in agreement with Catholic ethos.

ENROLMENT PROCEDURES

An enrolment application and prospectus is available from the school office and is supplied on request. Once the form is completed it needs to be returned to the school. The school may request an interview with the parents/student. At this interview all required documentation is required.

1. Application forms and enrolment handbooks are available from each school office and are supplied on request.
2. Closing date for general enrolments will be advertised.
3. Applications must be completed and returned to the school prior to the closing date (all sections of the enrolment form must be completed).
4. Once the closing date has passed, the school will arrange an interview with the parent and student.
5. All documents where possible be provided and reviewed prior to the interview (Visa documents must be sighted at interview and certified by the Principal).
6. The school office staff will prepare student application files for use by the Principal at the time of interview.
7. The Principal will contact the appropriate personnel at the Catholic Schools office, Wagga Wagga, if an application falls into the following categories:
 - enrolment of students with special needs/learning difficulties
 - enrolment of non-Australian citizens
 - enrolment of temporary residents
 - enrolment of students on student visas
 - enrolment of exchange students
 - enrolment of students on visitors' visas
 - enrolment of ESL – New Arrivals
 - enrolment of LBOTE students
 - enrolment of Indigenous students
 - part-time enrolment
 - students whose 5th birthday falls between 1 June and 31 July

ENROLMENT INTERVIEW PROCESS

Enrolment forms must be completed prior to the interview. Copies of all necessary documentation is to be taken to the interview.

The Enrolment form has been developed to support schools in determining eligibility for support or funding for some students including international students and students with special learning needs. The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student's educational needs, the capacity of the system to provide the level of support services required and the funding available.

1. Each student's enrolment application file is to be provided to the principal prior to interview (included in file should be completed application form and checklist for appropriate documentation).

2. The Principal will verify all documentation provided as true and accurate at the time of interview.

3. Visa needs to be sighted at the interview

4. The Principal may need to inform applicants of extended enrolment processes should there be any need to obtain information about a student's learning and development need, or any details regarding enrolment suitability.

ENROLMENT

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

ENROLMENTS AFTER CLOSING DATE

Enrolments for Kindergarten can be accepted after the closing date. These applicants however, do not take priority over applications received by the closing date. If the school has places available they will need to be processed following the same process. If no vacancy exists they are placed on a waiting list.

REFUSAL OF ADMISSION

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

The Principal has the ultimate decision in accepting an enrolment. This may include consultation with the Parish Priest and staff at the Catholic Schools Office.

PRIVACY LEGISLATION – COLLECTION NOTICE

Each school collects information, including sensitive information about pupils and parents or guardians before and during the course of the pupil's enrolment at the School. A collection notice needs to be included with each enrolment form sent out from the school.

Enrolment forms must also collect sensitive information in regard to the family that is necessary for the government in regard to funding of schools.

Enrolment of Students with Disabilities

The Principal will refer to the Student Support Handbook Sections 1.5 for the Disability Discrimination Act and 1.6 for the Disability Standards for Education 2005 when responding to and processing enrolment applications from students with extra support needs or disabilities. The ascertainment process Section 2.1 of the Student Support Handbook will be followed by the Principal where there are enrolment applications for students with a significant level of need.

ENROLMENT OF NON-AUSTRALIAN CITIZENS

Non-Australian citizens entering Australia must hold a valid visa and are subject to the specific travel, entry and residency conditions set by the Department of Immigration and Multicultural Affairs (DIMA).

Education is compulsory for non-Australian citizens between the ages of six and fifteen holding a visa granting them permanent resident status and New Zealand citizens holding current New Zealand passports. Outside these ages they may enrol under the same conditions as Australian citizens.

Non-Australian citizens holding a temporary visa are subject to specific enrolment conditions as outlined below:

- Temporary Residents

The temporary resident visa allows for the enrolment on a temporary basis of school aged students in as New South Wales school. Enrolment is only for the period specified on the visa. Visa numbers need to be checked by appropriate personnel at the CSO before enrolment is accepted. Students may be Full Fee Paying overseas student.

- Visitor Visas

Visitor Visas include business visitors, medical treatment visitors and tourists.

A student on a visitor visa may be able to enrol for a maximum period of three months which cannot be extended.

Under Commonwealth Government regulations, international students holding temporary visas have a lower enrolment priority than Australian citizens, permanent residents and approved temporary residents. If students on visitor visas directly approach a school they should be referred to the Catholic Schools Office.

- Bridging Visas

Non-Australian citizens are granted a bridging visa if they have an undetermined application for a substantive visa before the Department of Immigration and Multicultural Affairs (DIMA). Bridging visas come into effect when the initial substantive visa has expired. Prospective students on bridging visas may be enrolled if the visa states that the holder has work rights.

POST-INTERVIEW

1. Once all interviews are completed advice of the outcome of the interview can be sent.
2. If vacancies do exist those applicants who were accepted after the closing date will then be processed following the same process.
3. If no vacancy exists applicants will be advised that the application has been placed on the waiting list.

ENROLMENT

1. Once a place has been accepted all appropriate data will be recorded on SAS 2000:
 - to comply with legal requirements
 - for school administration purposes
 - for accountability and reporting requirements.
2. All communication with applicants and Catholic Schools Office staff in regard to the applicant's enrolment must be filed in the appropriate student files.

ONGOING ENROLMENT

Ongoing enrolment at St Joseph's Primary School, Leeton, is dependent upon the following:

- the student and their family accepting and supporting the discipline/behaviour code
- regular attendance
- maintenance of a respectful co-operative relationship with the school
- payment of required fees

Failure by families to adhere with these expectations may lead to student's enrolment being cancelled.

This policy was reviewed in 2018