



St Joseph's Primary School Narrandera

# 2018 Annual Report

Principal: Mr. Graeme Urquhart

Address: 85 Larmer Street Narrandera NSW 2700  
Phone: 02 69592238 Fax: 02 69593006 Web:  
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## About this Report

**St. Joseph's School** 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 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the **St Joseph's School** 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 the **St Joseph's 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 **St Joseph's School** newsletters and other forms of communication. Further information about **St Joseph's School** may be obtained by contacting **St Joseph's School** or by visiting **St Joseph's School** website.

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

### **Message from the Principal**

Thank you for your interest in our school. We are proud of the education we offer and we are particularly proud of our students. Our students strive to live up to the school motto, sursum corda (which means "Let us lift up our hearts" in Latin).

The children at St Joseph's Narrandera have had opportunities to participate in a variety of activities. They have engaged in inquiry learning, playing sport, performing in bands and choirs and using technology, including the use of Spheros.

The parent body of St Joseph's has provided invaluable support to the school. I would like to acknowledge the support of our School Council led by Kristy Murry.

The staff is committed to continuous improvement which has resulted in improved pedagogy across the stages. We have been fortunate enough to have been part of the Diocesan initiative, the Targeted Maths Program led by Targeted Maths Teacher, Mrs Anita Stibbard.

I commend the work of the students, staff and parents who have contributed to the provision of a quality education for the students at St Joseph's and I look forward to the continuation of the successes of 2018 in 2019.

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## Message from the Parent Body

School council had a relatively quiet start to the year for 2018.

School maintenance was kept to a high standard, the canteen was running well, and council members decided major fundraising would take a break for the year to take some pressure off families and students. Smaller fundraising activities continued in the background.

Term 2 and 3 saw the closure of the canteen, finally reopening in Term 4 with a new manager which appears to be running with great success. The School Council would like to thank Railene Geddes for all her hard work in getting this up and running again.

The later part of the year saw the introduction of a new school uniform option available for the female students which consisted of a shirt and short/skort combination and has been integrated well into the school community with many girls opting for the new uniform. Thank you to all of those involved in making this happen, especially the School Uniform Committee.

The School Council also worked with the Narrandera Shire Council to make walking to and from school safer for our students with the completion of a new footpath along Arthur St.

The end of the year has seen the commencement of the first of many school improvements worth \$120,000.00 including painting, general maintenance and the upgrade of new heating and cooling to the hall and library areas to come. Huge improvements with a master plan for the school will hopefully be carried out in 2019.

Thank you to all that have contributed to the improvements of our school over the last 12 months including School Council members, parent volunteers and students who have fundraised.

Kristy Murry

School Council Representative

## Message from the Student Body

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At St Joseph's Narrandera we are a kind loving school community with lots of laughter and smiles. As captains we try to encourage other children to participate in school activities and functions, here are some examples of things that we do in our school.

We try to include children in lots of sports such as Swimming, Athletics and Cross Country. All children are encouraged to participate in our sports carnivals each year, and they would agree that sport carnivals are a good opportunity to show their strengths in other than academic subjects. We also have lots of gala days that Wagga Wagga CEDWW provides for us including Catholic Schools Basketball, AFL, Netball, Cricket, NRL and Tennis. All students that go to these events provide positive feedback and say that this would be a highlight of their year.

We have lots of music programs in our school including band, choir, eisteddfod and ASPA. We also have a KAPA program running through our school. At the end of each year we have a concert so we can showcase our skills and abilities. Each class presents a different item that family and friends can watch and enjoy. Everyone has been included in music some way or another because it helps us with our brain functioning in other subjects.

We do a lot of fundraising for Caritas and Vinnies. We fundraise by organising tabloids and activities. Some of the activities include shops, Guess the Jelly Beans contest and many more. We also do fundraising for excursions. Every year, Year 6 kids go on excursions to Canberra but in 2018 we went to Sydney. Lots of people need support and fundraising so they can experience thrill of belonging.

With all of these achievements throughout the years we have now have the courage to keep going and never give up and keep a growth mindset. With all of the help from other students and staff we have made these activities a reality. We are all grateful and thankful for the privilege to be a captain and to respect and help younger children to Lift up their Hearts.

William Paterson and Madeline Fraser - School Captains

## **Section 2 : School Features/Context**

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St Joseph's School is a Catholic, co educational, Diocesan Primary school situated in Narrandera NSW in the Diocese of Wagga Wagga. St Joseph's School is an integral part of St. Mel's Parish. During 2018 St Joseph's had an enrolment of 202.

St Joseph's School Narrandera is proud of its tradition. 1890 heralded the arrival of the Sisters of St Joseph in Narrandera and they remained in the school until 2000. The Sisters still maintain a presence in the Parish and Community.

St Joseph's School was built on its current site in 1899 and over the ensuing years additions and improvements have been made in the form of extra primary classrooms (1958), infants classrooms (1965), multipurpose hall (1972), canteen (2001), refurbished primary classrooms and administration area (2003), new 'state of the art' infants classrooms and administration area (2011).

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### Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Indigenous	Total
104	96	29	9	200

\*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.

#### Our Vision

We believe that St Joseph's School is a faith community within the Parish of St Mel's where;

Individuals are valued with Jesus as their model and guide;

- Gospel values are fostered and developed within the mission of the Catholic Church;
- The potential of each child is recognised and developed in the spirit of love and truth;
- All members of the School Community are challenged to uphold Christian ideals within our society.

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## Our Mission

Our Mission is basis upon this policy which has been developed and it encompasses the following aspects:

- A Community of Faith
- A Community of Care
- A Community of Learning
- A Community of Service
- A Community of Stewardship

St Joseph's Primary School adopts the Catholic Schools Office Wagga Enrolment Policy and Enrolment Procedures.

## RATIONALE

The Catholic School is a community whose mission is to provide its members with an education which takes place in an environment formed by Gospel values and the authentic teachings of the Church. All members of the catholic school community have a duty to work towards the achievement of this.

In the Diocese of Wagga Wagga, the Catholic Schools Office is responsible to the Bishop for developing, monitoring and evaluating education policies for the Catholic Diocesan Schools.

At local level the School Enrolment Policy is developed by the Principal and School Council based on the CSO Enrolment Policy for Diocesan Systemic Schools.

The Principal of the school is responsible for enrolments.

### Criteria for Selection:

- Catholic children from within the Parish have priority of access

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- Catholics outside the Parish
- Non-Catholic students in agreement with Catholic ethos
- Enrolment of siblings of children already attending the school will be given special consideration

### Enrolment Procedure

- Generally the 'cut-off' enrolment date whereby children commence Kindergarten should be five (5) years of age by 30<sup>th</sup> May. Parents of children who turn five after 30<sup>th</sup> May are advised by the Principal of the possible implications for their child.
- Enrolment in the school must be completed on the official school enrolment form and lodged at the school by the said date.
- All parents, with the prospective student, will be invited to attend an interview with the Principal of the School to assess the readiness of the child.
- Parents are notified in writing of the success or otherwise of the application following an interview.
- Where there is a not a place available the child will, if the parents request it, be placed on a waiting list. A referral will also be made to a neighbouring Catholic School where vacancies may be available. If a position becomes available the application will be re-considered afresh.
- Education of a child in a Catholic School requires commitment of parents to the payment of the Term Account which includes Tuition fees and Building Levy. No child will be denied placement in our school because of the inability to pay the term account. Personal circumstances and commitment in principle and practise to the life of the school and parish will be of primary consideration in confidentially determining (with the Principal) an agreed strategy for the payment of any debt.
- In accepting enrolment, parents are strongly urged to participate in the social and fundraising activities of the school.

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## Disability Discrimination Act 1992

This Act states that the only justifiable defence for refusing the admission of a student with disabilities is if the applicant, if admitted, "would require services of facilities that are not required by students who do not have a disability and the provision of which would impose unjustifiable hardships on the education authority." The document states that "it is vital to realize that this defence of unjustifiable hardship is only available to schools at the point of admission. Once the disabled student has been admitted this defence is not available."

It is therefore important to ascertain that the Diocese will be able to provide adequate support for the integration student. If there is some doubt about the school's ability to cater adequately for an integrated child then this should be discussed with the relevant school and Diocesan staff.

## READINESS FOR SCHOOL

In cases where there is uncertainty on readiness for school either because of age (May/June/July birthdays) or disability

1. Contact is made with the pre-school regarding readiness for school
2. Children are observed at pre-school by Learning/Teaching officer or Kinder teacher or Principal
3. Discussion with pre-school teacher is undertaken
4. Another meeting with parents and all parties concerned
5. Ongoing consultation with C.S.O. Education Officer

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6. †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.
7. Student Attendance and Retention Rates

Year	Attendance %
Kinder	92
Year 1	91
Year 2	91
Year 3	92
Year 4	92
Year 5	91
Year 6	90

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, 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 wellbeing 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.

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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 College/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.

#### **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.

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## 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	19
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
19	8	27

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

Percentage of staff who are indigenous	1
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## Professional Learning

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

During 2018, the staff from St Joseph's was involved in a number of professional development activities both in school and in their own time. These activities included but were not limited to;

- Writing Professional Learning Plans
- Collaborative Learning opportunities for students
- Administering the MAI
- Implementing EMU activities to target teaching
- In class professional learning with our Targeted Maths Teacher
- New Geography syllabus
- Mercy and Mission
- Compliance training
- Writing Learning Intentions
- Positive Behaviours Professional Learning
- Connections
- Writing Project
- Writing the Future
- MAV Mathematics Conference

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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 Primary School proud of its rich Catholic heritage, founded by the Sisters of St Joseph . We still value the traditions that the Sisters implemented in our school through their teachings and their dedication to spirituality and education.

### Liturgical Life of the School/ College

The whole school comes together to celebrate Mass at least three times a term usually on a Friday morning. Parents and parishioners are invited to attend. Each Mass is prepared by a different class on a rotating basis. Special occasions observed are:

- Opening school Mass
- Ash Wednesday
- Holy Week / Easter
- Feast of St Joseph – patron saint of the school – 19th March
- Feast of St. Mary MacKillop – patron of the Diocese of Wagga Wagga – 8th August
- Year 6 Graduation Mass
- Holy Days of Obligation – The Assumption of the Blessed Virgin Mary – 15th August
- The Sacrament of Confirmation
- First Holy Communion
- First Sacrament of Penance

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## **Staff and Student Faith Formation**

The Religious Education Coordinator provides support to staff and students in preparation for religious education, class and school liturgies. The Religious Education Room has resources that are available for staff to use and staff members are encouraged to broaden their spiritual understanding and professional dialogue as opportunities are given. Staff members are encouraged to take part in the spiritual dimension of school and parish life. Staff members meet before school on Wednesday mornings and pray together. A spirituality day is organised and offered to all staff each year and one Wednesday afternoon a term a staff meeting is dedicated to religion. In 2018 all staff had the opportunity of participating in a two day Connections Program.

### **Students:**

Religious Education lessons occur in the classroom with the class teacher responsible for the teaching. Students are expected to pray or sing a hymn at the beginning of the day, say Grace Before Meals and a final prayer at the end of the day. In Term 2 the Angelus was introduced to school assemblies on Monday mornings and Friday afternoons. All students attend a whole school Mass, students from Years Three to Six also attend the Sacrament of Penance or receive a blessing once a term. The Diocese of Wagga Wagga Religious Education Syllabus is followed using the school Scope and Sequence. The classroom programs provide a systematic and comprehensive form of religious education using the various teaching and learning processes that are contemporary.

Religious Education teachers witness to and present the Christian message of faith to their students. They foster an understanding of the teachings of the Gospel, the nature of Christianity and the way Catholics are called to live their lives within the Catholic tradition. Teachers are encouraged to take Jesus as their model. Children from Year 3 who are baptized Catholics and made their communion are encouraged to be part of parish life by serving on the altar. A roster is drawn up each term for children to take turns. Each term there are three Parish Masses that the children from the school host. They are responsible for the offertory and the readings in the Mass. Community involvement is important to us here at St Joseph's which is reflected by:

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- Visits to the local nursing homes
- Participation in the John O'Brien festivities
- Christmas in the park
- Christmas in the main street
- Advent Pageant
- Easter Pageant

### **Social Justice**

As part of our religious education lessons our children participate in many forms of fundraising and awareness of social justice.

- Caritas Market Day
- Walk a mile in their shoes (Year 6)
- Visits to St Vincent De Paul (Year 6 2018)
- Cake Stalls
- Christmas Box Appeal

Julie Flynn - Religious Education Coordinator

### **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

St. Joseph's 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.

Children from St Joseph's School have access to support services provided by Centrecare and Intereach. They also have access to Reading Recovery, the ASPA Music Program, the Diocesan Band Program, Quicksmart Literacy and Numeracy programs and ICAS competitions. A number of students take advantage of private lessons available at St Joseph's in singing, keyboard and drumming.

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## 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 overall through the in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	11.4	5.6	16.7	22.2	8.6
Band 5	31.4	30	22.2	25	31.4
Band 4	37.1	25	33.3	30.6	37.1
Band 3	11.4	30.6	8.3	13.9	17.1
Band 2	8.6	2.8	19.4	8.3	2.9
Band 1	00	5.6	0	0	2.9

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Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	4.8	0	10	10	0
Band 7	23.8	0	25	10	19
Band 6	14.3	45	20	55	19
Band 5	33.3	35	35	15	33.3
Band 4	14.3	20	5	10	28.6
Band 3	9.5	0	5	0	0

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## **Section 8: Pastoral Care and Well Being**

At St Joseph's we have the wellbeing of students as a primary focus. Policies are in place to assist staff to ensure procedures and structures are in place to support the care of students.

### **Student Welfare**

At St. Joseph's School believe that every child has a right to be safe and feel safe. Our student welfare policies and practices guide us in achieving these goals.

### **Discipline Policy**

At St Joseph's school we believe that children respond best to an approach that encourages and rewards positive, independent behaviour. Our Discipline Policy reflects this. Corporal Punishment will not be used at St Joseph's Primary School Narrandera.

### **Anti Bullying Policy**

St Joseph's Primary School, we follow the Diocesan Anti- Bullying Policy. See link below.

[http://schoolsweb.csoww.catholic.edu.au/portals/1/Documents/CSOHandbook/Wellbeing/Anti\\_Bullying\\_Policy.pdf](http://schoolsweb.csoww.catholic.edu.au/portals/1/Documents/CSOHandbook/Wellbeing/Anti_Bullying_Policy.pdf)

### **Initiatives Promoting Respect and Responsibility**

At St. Joseph's School, the Principal, Parish Priest and staff model respect and responsibility to each other and to the students. At St. Joseph's School, emphasis is placed on student leadership, self-respect and responsibility. Each class composes cooperatively its own responsibilities and consequences at the beginning of each year. These norms are referred to frequently and focused on according to the needs of the students.

In 2018 we; participated in a Positive Behaviours Program, and consulted our student body and write a Positive Behaviours Program. Respect and responsibility permeate St. Joseph's Religious Education Program and Pastoral Care Policy. Senior students have many opportunities to accept a leadership role in the school. Other students, from Kindergarten to Year 6, are

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encouraged to show respect and carry out responsibilities in the day-to-day running of their classrooms and in the playground. At St. Joseph's School, discipline is viewed as preventative, corrective and supportive. No form of bullying is tolerated. Pastoral care at St. Joseph's is an expression of what we believe about relationships with God and with others. Respect and responsibility are encouraged and demonstrated through child protection policies, programs promoting self-esteem, programs that teach life skills, the provision of school counseling services through Centrecare, Intereach, MEmtime and Seasons for Growth – a grief and loss program.

### **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.**

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

### **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 **St Joseph's 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. **St Joseph's 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.

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## St Joseph's Narrandera Annual Plan 2018

### Annual Plan 2018 ( St Joseph's Narrandera )

<b>Improvements Targets that the school is seeking /Strategic Priorities</b> (What does the data indicate needs improvement? Refer to your strategic plan.	<b>Performance Measures/ Targets with Timelines/ Milestones</b> (What is the evidence or indicators of improvement . How improvements targets will be measured)	<b>Implementation Strategies/Activities/Tasks</b> (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	<b>Professional Learning Team members Lead Roles Delegations and Accountabilities</b> (Who will be involved, who is accountable)	<b>Key/Targeted Resources</b> (Finances, personnel, facilities, professional development, resources, CSO or community partnerships )	<b>Review Process and Measures</b> (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)
Improve student wellbeing through the implementation of the Positive Behaviours Program with staff, students and parents.	Change in behaviours and less disruption in classrooms. A 20% less removal from the playground of disruptive children by the end of Term 2.	Simple tally of children removed from the classroom/playground due to disruptive behaviour. Prue Horan working collaboratively with staff to deliver the Positive Behaviour program Teachers working with children in classroom to make concrete and visible the positive behaviours which the St Joseph's will adopt. Visible posters around school and playground with using agreed language and shared expectations.	All staff members Leadership team Prue Horan <i>Timeline established to children and teachers to co write rules etc. Will be completed end Term 1.</i>	Prue Horan Positive Behaviours	By comparing against the initial tally results, we should find by the end of Term 2 20% less behavioural referrals. End Term 4 50% less behaviour related referrals.

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		Parent meetings to outline expectations and consequences.			
To monitor and improve student outcomes in mathematics using the MAI to measure growth- particularly of vulnerable students and students who require extension.	Look at all students achieving one growth point in counting, place value, addition, subtraction, multiplication and division K-6.	<p>Exposure of all staff to the Diocesan Numeracy and Literacy plan and the Balanced Mathematical hour as our model of effective teaching and learning</p> <p>Effective analysis of data at class level and at school level.</p> <p><i>Data Wall established in the Drum Studio. Displayed data based on "growth". Teachers to plot (and replot when necessary) data in Weeks 4 and 8. Teachers will work with stage partner to determine whether or not children have moved and plan work accordingly.</i></p> <p>Use of this data in targeting teaching to meet the specific needs of students.</p> <p>Examine ways of differentiation of teaching to meet students needs.</p>	<p>All staff introduction of Diocesan Literacy and Numeracy Plan.</p> <p>Supervision of programs to monitor use of Balanced Numeracy Hour.</p> <p>Targeted Mathematics Teacher to provide classroom support K-3 up to Year 6 where possible.</p>	<p>MAI Kits</p> <p>Access to Literacy and Numeracy Plan and Website.</p> <p>Concrete resources for the teaching of maths using concrete materials.</p> <p><i>All MAI's completed Yr 1 to Yr 6.</i></p>	<p>Growth of students as indicated by the MAI and growth point data and check ins.</p> <p>Comparison of this data to PAT Testing in Maths and NAPLAN results for Years 3 and 5.</p> <p>Implement data mapping of MAI, Naplan and PAT Maths testing. (Work with TMT)</p>

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<p>To develop student outcomes in writing for a variety of purposes.</p>	<p>Evidence of students in top two bands in Year 5 More students in middle bands in both Years 3 and 5</p>	<p>Staff meeting on Seven Steps of Writing Success or another suitable resource. Develop a Writing Team lead by Anita Stibbard and Bernadette Irvin. Implement the use of a data wall. Determine how to measure students growth in Writing, perhaps the National Literacy Learning Progression (support required).</p>	<p>CSO Staff Rod Whelan <i>Writing Team travelled to Dubbo to Seven Steps workshop. Leadership Team went to Kildare to talk to Rod, Tom and staff about data walls. Children surveyed about writing. Writing samples collected. Eight teachers attended Sheena Cameron and Louise Dempsey's Professional Learning Workshop Developing an Effective Writing Programme in Canberra.</i></p>	<p>Seven Steps of Writing Success Kit Website, or, another suitable resource.</p>	<p>Use Naplan results to review results. Gather writing samples late Term 4 2017 to be analysed early 2018. Review writing samples at the end of 2018. Anita to visit Kildare again to work with Tom Pulver to develop a practical way to display data. Once established we will trial using the Charles Sturt Writing Analysis Tool or use it as a model to create our own tool. This tool will be used to gather data for our data wall and it will form the basis of a reporting tool to be used with parents at our P and T Meetings.</p>
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<p>Develop an Operational Master Plan for the School</p> <p>To improve children's knowledge of traditional Catholic prayers.</p>	<p>Master Plan developed and shared with the community of St Joseph's.</p> <p>Classes will have introduced the Angelus as part of their daily prayer by the end of Term 1.</p>	<p>Create a Master Plan which will assist with strategic planning of the development of infrastructure at St Joseph's for the next 10 years and beyond. Items to consider would be a COLLA, storage facilities, an additional classroom and the sustainable use of water.</p> <p>Staff meetings to introduce the teaching of the Angelus. Inform staff of the Diocesan Policy in regards to praying the Angelus.</p>	<p>Brenda King, Andrew McIntosh and Graeme Urquhart, the Leadership Team and the School Council.</p> <p>REC. Staff . Leadership Team.</p>	<p>Andrew McIntosh. <i>Spoke to and emailed Andrew about the need for some forward planning.</i></p> <p>Sister Ann Hagan. CSO.</p>	<p>By the end of Term 2, 2018, a Master Plan for St Joseph's will be developed and shared with the community of St Joseph's and the Parish of St Mel's</p> <p>By the end of Term 1 all classes will be praying the Angelus on a daily basis.</p>
<p>To improve student learning outcomes by the use of effective "feedback" in the classroom.</p>	<p>Teachers complete an initial self assessment about their use of feedback in the classroom.</p>	<p>On 29 January, 2018, teachers will complete "feedback" self assessment tool similar to the assessment tool developed by New Zealand's Ministry of Education.</p> <p>On 29 January teachers complete the Effective Feedback Course developed by Diocese of Wagga CSO.</p>	<p>Mark Moriarty <i>Initial staff meeting completed. Follow up meeting planned for 21/3/18.</i></p>	<p>Feedback self assessment tool found at <a href="http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-practice/Effective-feedback">http://assessment.tki.org.nz/Assessment-in-the-classroom/Assessment-for-learning-in-practice/Effective-feedback</a></p>	<p>Teachers complete final self assessment tool on 28 September, 2018.</p>

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## Priority Key Improvements for 2019 Annual Plan 2019 St Joseph's Primary School, Narrandera

<b>Improvements Targets that the school is seeking /Strategic Priorities</b> (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	<b>Performance Measures/ Targets with Timelines/ Milestones</b> (What is the evidence or indicators of improvement. How improvements targets will be measured)	<b>Implementation Strategies/Activities/Tasks</b> (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	<b>Professional Learning Team members Lead Roles Delegations and Accountabilities</b> (Who will be involved, who is accountable)	<b>Key/Targeted Resources</b> (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	<b>Review Process and Measures</b> (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)
<b>Priority Area:</b> Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.	Students achieving at least 1 year's growth for one year of teaching using the EMU Growth Points.	Engage with the EMU Mathematics Assessment Interview Ongoing implementation of the Targeted Mathematics Initiative with a focus on Individual teacher growth and further challenge to Kindergarten and Years 4-6 in Counting Continue to build the capacity of all teachers in the school to implement research based effective mathematics sessions which meet the needs of all students.	TMT Classroom Teachers Principal	TMI Resources	Ongoing monitoring by Monash University TMT surveys and reflections NAPLAN results

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Oral Language and Writing Project		<ul style="list-style-type: none"> <li>• Louise Dempsey and Sheena Cameron- Oral language and Writing Professional Learning</li> <li>• Alison Burcham - Supporting classroom teachers to embed oral language in their classroom in service of improving writing</li> <li>• RFW Capacity Building package</li> </ul>	Writing Team Classroom Teachers Outside Presenters	Sheena Cameron and Louise Dempsey (Oral Language and Writing Book) Alison Burcham	NAPLAN results Individual work samples
Learning and teaching assessment for impact on student learning		<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Link PLPs and AIP</li> <li>• Learning partners- focusing on providing feedback to their partner based on learning goals from PLP</li> <li>• Using technology to streamline alignment of scope and sequence, programming and assessment</li> </ul>	<b>Leadership Team</b>	Dylan William Formative Assessment Professional Development Karen Gardiner	<b>Alignment of documents (Registration)</b>
RE - SJN Faith Story, Restorative Practice & Plenary	- Staff (and students) can explain key aspects of the SJN Faith Story and restorative practice in the the school environment	<ul style="list-style-type: none"> <li>• Continue to build teachers' understanding of SJN Faith Story and future direction with reference to restorative practice plan (PBS)</li> <li>• Twilight RE meeting in Term 1 - examining the <i>Listening and</i></li> </ul>	REC Classroom Teachers Principal	Professional Development School/Pa rish communi ty partnersh ips	Ongoing monitoring through learning partners and/or Google Forms

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	- Staff are familiar with the Plenary Council 2020 <a href="#">website</a>	<i>Encounter</i> <a href="#">resource</a> from CE			
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## **Section 10: Parent, Student and Teacher Satisfaction**

### **Parent/Staff/Student**

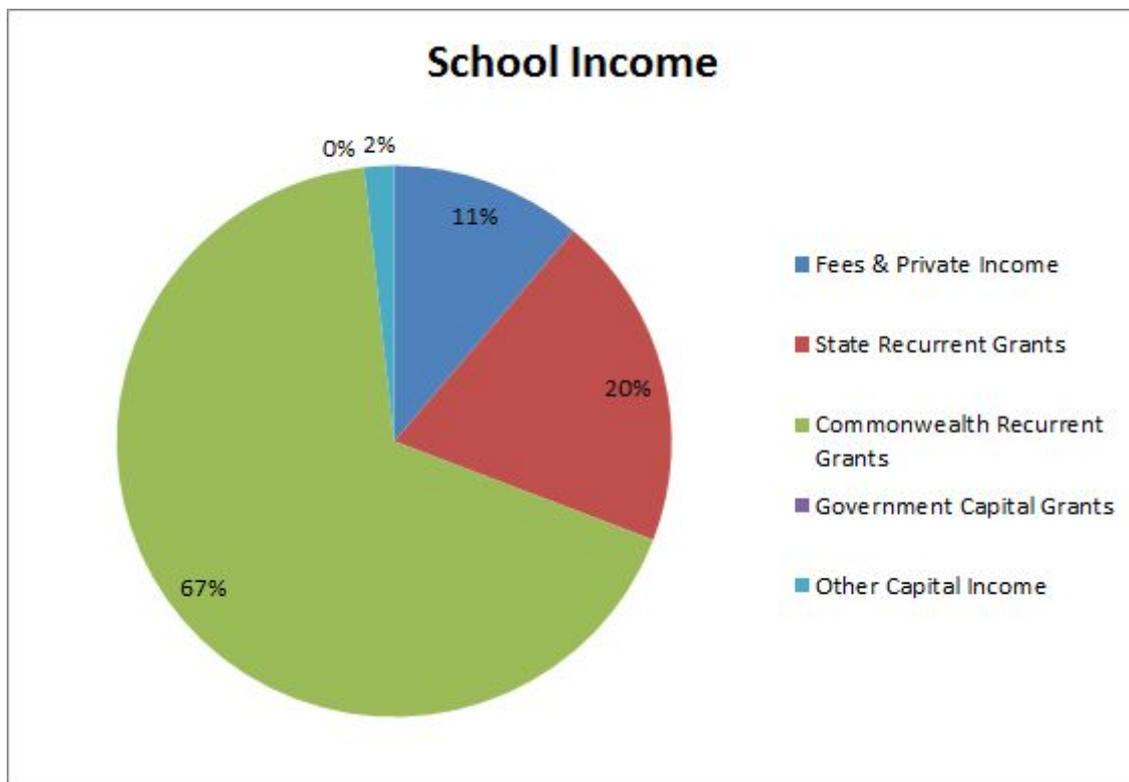
Parents are the primary educators of their children and are always welcome at St Joseph's School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers. The school's parent support groups have made significant contributions to St Joseph's School. We are extremely grateful for their support. A follow up survey indicated that the students, parents and staff report that the school was a safe place where they are valued and their spiritual needs are being met. They felt that the school is a very attractive and pleasant learning environment with well- resourced classrooms. The students and teachers enjoy working together.

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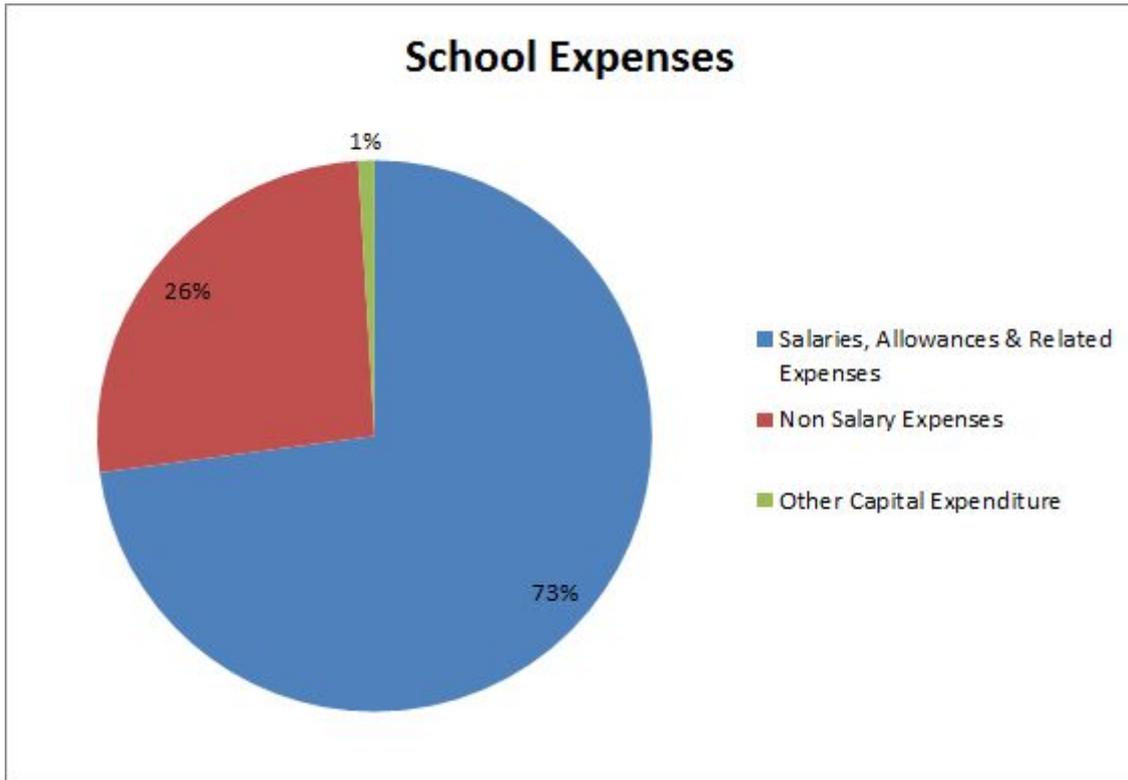


## Financial Report



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