

2022 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL, NARRANDERA



**Catholic
Education**

Diocese of Wagga Wagga

2022 Annual Report (Primary)

About this Report

St Joseph's Primary School, Narrandera is registered by the NSW Education Standards Authority. Catholic Education Diocese of 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, Narrandera's 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 of Wagga Wagga and in so doing, acknowledges that St Joseph's Primary School, Narrandera 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, Narrandera newsletters and other forms of communication. Further information about St Joseph's Primary School, Narrandera may be obtained by contacting the school directly or by visiting the school's [website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

St. Joseph's Primary School, Narrandera is proud of the educational, sporting and arts programs that are offered to students. Students strive to live up to the school motto, '*sursum corda*' which means 'Let us lift up our hearts'.

We began the 2022 school year welcoming 172 students, their parents and extended family members into our school. We also welcomed our new Parish Priest, Fr Sean Byrnes, who will continue to support our school community to live our new Vision and Mission Statement which is displayed at the entrance to the school.

Once again our school focus throughout the year was to continue to develop students' and teachers' mathematical skills and knowledge with the support of the diocesan funded Mathematics Focus Teacher. A continual focus was placed on upskilling teachers in their knowledge of the reading process and the use of Running Records to inform teaching.

The School Council, led by Nikki Vidler, continued to support the school, teachers, students and the community. In 2022, fundraising efforts were supported by the teachers from each

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stage. Our goal was to raise money for new Primary playground equipment. Our parent and parish community supported the staff very well and we successfully raised approximately \$10 000.00. Now to begin planning the 'where to from here...'

To our 2022 Year 6 students,

Your faith and understanding of God has grown since your first day. You learnt to use the talents that God has given to you in many different ways. Friendships were made and continued to grow.

As you move onto High School

We encourage you to be open to all that Secondary School offers – try new things and participate in everything on offer. You might discover a new interest – something you never thought of before which will bring you great joy.

We encourage you to make new friends. Relationships and social connections are one of the most important aspects of life. Building positive relationships with your parents, siblings, peers, and friends are very important, as these strong relationships will give you support in difficult times. Be kind and respectful of everyone. Sometimes you have to be nice to others, not because they are nice, but because you are. Strong people don't put others down, they lift them up.

We encourage you to set yourself realistic but challenging goals. Having goals and ambition in life can help us to achieve things that can give us a sense of accomplishment. Just putting in the effort to achieve those goals will give you a sense of satisfaction. And when you finally achieve them, a sense of pride and fulfilment. Setting ourselves goals in life is important to push ourselves so we can thrive and flourish.

As you move onto high school, continue to learn and grow, be inspired by people, places and communities. Dream incredible dreams, work extremely hard, live life to the fullest. Be curious, be agile, be strong, be sensitive but most importantly, be you!

We are blessed to have the enthusiasm of the youth and the competence of the more experienced staff at St. Joseph's who are committed to the continuous improvement of all students in their development as learners and members of the school community. Staff continued to develop skills in the use of technology to ensure that all students were able to access learning in creative and flexible ways.

Thank you to the students and parents who support the school each and every day.

Bernadette Irvin

Principal

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Message from the Parent Body

To our school community,

This year we have been able to complete a full year of face-to-face schooling. We have been lucky enough as this year has been somewhat COVID free. We have seen COVID safety measures drop nationally which has allowed our school to run a little more smoothly and allowing our wider school community to enjoy.

We have held many fundraisers this year, some to mention are:

- Pie Drive
- Easter Raffle
- School Disco's
- Trivia Night
- Crazy Camel

And in allowing our family/friends to join in on these occasions we have made approximately \$10 000.00 which we envisage will support new playground equipment.

St Josephs have also seen a few renovations this year. We have seen the current Year 6 room fully renovated which will enable it to be used by many classes as a learning space. We have seen a new primary lunch area created with shade sails which the students have loved. Currently we have the previous Year 6 classrooms undergoing renovations which will be enjoyed by students in the new year.

Our canteen has been operating again this year every Friday and has been well supported by the students. Unfortunately life has taken a turn in a different direction on many levels and I have resigned from my position as Canteen Manager but I wish the new management of the canteen success and will be willing to help in any way possible.

Until next year enjoy your Christmas and holiday break,

Nikki Vidler.

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Message from the Student Body

We have had an amazing time at St Joseph's and we've also done a lot over the years. We've learnt a lot, grown a lot and had a lot of fun. This year has been like no other and we have been through and done so much as a class. But we have been lucky enough to do some things that covid has stopped for the past 2 years. We have been able to have sports carnivals, celebrate Mother's and Father's Day, we've run tabloid sports days, participated in Book Week parades, hosted Mission day and come together for school Masses.

We were also very lucky to have our excursion. And wasn't that an experience we will never forget! At the start of the third term we were all so excited to be counting down to go on our excursion to Ballarat. The first Year 6 class in 3 years! Then the Queen died and it had to be postponed for 5 weeks! We started to count down again, watched the flood crisis closely and then the time finally arrived. Lookout BALLARAT here we come!

The trip was a long and rainy one and this set the scene for our whole excursion. In between showers of rain on the first afternoon we went to the park, celebrated Mr Conroy's birthday, went out for chinese, and watched the movie DC League of Super Pets. On the second day we again dodged rain to spend the day at Sovereign Hill, panning for gold and exploring the mine. We have never been so wet!! That night we went out for fish and chips for dinner and then mini golfing. It was great fun. On the final day we went to the Eureka centre, learnt about the Eureka Stockade and then started our long trip home. It rained until we crossed the Victorian border. Wow, what a time we had. We loved spending time together learning more about each other. The excursion really brought us together as a class.

And what a class we are! Although we each have our own strengths, differences and abilities, we have worked together and become one big team. We have learnt that we each have something special to offer, and that's what makes us great. Oli, Jai M and Jai Mc like to share their love of old music, especially Rick Roll! Eli is such a friendly person. He likes to give us all a hug and a smile. Gemma and Kenzie are our chook lovers, and look after Mrs Irvin's chickens each day. Ross, Liam, Archer and Hugo share their love of sport with us and are always willing to share a joke and laugh as well. Josh, Ethan P and Chad were new to our class this year, but fitted in straight away. Ethan P loves to demonstrate his drama skills and Josh loves a chat. Chad and Patrick have become great friends, and Declan, Angelo and Ryan like to share their love of cars, fishing and tractors. Alexis, Sarah, Tori and Annabelle are our hard workers, who show us how to get the job done and like to help others. Phoebe and Adelaide are fantastic artists who impress us with their skills. Ashton loves to make us origami boxes in different shapes and sizes. Lilah and Zoe like to make us laugh and they both have a great sense of humour. Chelsea C has really neat handwriting even if she won't admit it. Dezi is really sporty and challenges us in everything we do. Chelsea L is our swimming age champion and Bella and Ethan H have the kindest hearts and are great friends to all of us.

Our time at St Joseph's has prepared us well for our new adventure at high school. We couldn't have done this without the help of all the amazing teachers and staff throughout

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our time here. Thank you to our fellow peers who have supported us and each other throughout our primary school journey. We should all be very proud of ourselves for all we have achieved. Congratulations, St Joseph's Yr 6 2022 we wish you all every success in the future and we look forward to lifelong friendships with you all.

Elsie Pendergast and Archer Quinn

School Captains

Section 2: School Features/Context

In 1883, St Brigid's Church was blessed by Bishop Lanigan. This church was used as a classroom by the lay teacher Miss Kelly who taught 100 pupils. This was considered to be the first official Catholic School in Narrandera. In 1891, five Sisters of St Joseph arrived in Narrandera and took over the running of the school. In 1900, the new school was named in honour of St Joseph and the foundation stone was laid. In 2000, the Sisters of St Joseph withdrew from the school but still maintained a pastoral presence in the township of Narrandera. Today, St Joseph's current enrollment is 172 students from 125 families.

The context of St Joseph's Narrandera is continually developing. St Joseph's takes part in a wide range of local and representative sporting events, provides access to specialised music and choral programs, as well as instrumental lessons. A number of intervention programs including Reading Recovery, Extending Mathematical Understanding Interventions in Early Years and Middle Years, as well as a COVID Intense learning program are provided for students.

Over the years, the school implemented diocesan supported programs which were tailored by the school to fit its needs and to ensure the continual growth and development of students. These programs included the Targeted Maths Initiative, Reading Recovery, IDLT and Lit Initiative

The school motto, 'sursum corda', translates to 'Lift up your Hearts'. This calls for us to lift up our hearts and our needs to God who created us in His image.

St Joseph's Vision and Mission Statement was revised over the last eighteen months. Our new statement reads;

St Joseph's Primary School is a safe and welcoming community. We strive to develop spiritual, academic, physical and creative learners. Inspired by the teachings of Jesus Christ, we aim to foster positive relationships between staff, students, parents, parish and the local community.

This statement can be seen at the entrance to the school as is on the footer of all correspondence and policy documents.

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Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Indigenous	Total
68	104	19	21	172

*Language background other than English

1. Enrolment Policy

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

See CEDWW policy [HERE](#).

Student Attendance and Retention Rates

Year	Attendance %
Kinder	91%
Year 1	92%
Year 2	91%
Year 3	90%
Year 4	88%
Year 5	87%
Year 6	88%

The average student attendance rate for 2022 was 90%.

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

St Joseph's Primary School, Narrandera 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 of 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.

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Section 4: Staffing Profile

There are a total of 18 teachers and 7 support staff at St Joseph's Narrandera. This includes 8 full-time and 10 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	17

Percentage of staff who are Indigenous	5%
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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.

2022 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 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Writing Professional Learning Plans
- Administering and analysing the Mathematics Assessment Interview

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- In class professional learning with the Mathematics Focus Teacher
- In class professional learning with the Literacy Initiative Teacher
- Attending the EMU Middle Years Course and implementing this program with primary students
- Ongoing professional learning for the EMU Course
- Ongoing professional learning for Reading Recovery
- Compliance Training
- Positive Behaviours Professional Learning
- The Learning Collaborative with Lyn Sharratt
- NCCD Moderation Training
- The Wellbeing Toolkit
- The Literacy Place professional learning
- Authentic Learning.

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

Catholic Heritage

St Joseph's Primary School is proud of its rich heritage. It was founded by the Sisters of St Joseph. The traditions that the Sisters of St Joseph implemented in the school through their teaching and their dedication to spirituality and education are still valued today.

Liturgical Life of the School

The whole school came together to celebrate the Opening School Mass, the induction of School Leaders, Ash Wednesday and St Joseph's Day, with parents and parishioners welcome.

Year 3 students received the Sacrament of First Holy Communion. Year 6 received the Sacrament of Confirmation and students in Year 2 made their first reconciliation late in the year. This was done during the school day.

Staff and Student Faith Formation

The Religious Education Coordinator provided support to staff and students in preparation for Religious Education, classroom teaching and school liturgies. The Religious Education Room has resources that are available for staff to use.

Staff members were encouraged to broaden their spiritual understanding and professional knowledge by undertaking further study in Religious Education, as well as opportunities provided by Catholic Education Diocese of Wagga Wagga for professional learning about teaching Religious Education. Attending retreats builds spiritual development.

Staff members were encouraged to take part in the spiritual dimension of school and parish life. A Spirituality Day is organised and offered to all staff members each year and one staff meeting per term was dedicated to Religious Education.

Social Justice

As part of Religious Education lessons, students participated in many forms of fundraising, which in turn raised individual awareness of social justice and evangelisation. Students participated in the Annual Christmas Walk along the main street of Narrandera.

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Professional Learning in Catholic Life and Mission

Catholic Education Diocese, Wagga Wagga 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.

In addition, other opportunities for Professional Learning in Religious Education were provided in the forms of:

- Religious Education Coordinator meetings
- Connections and Retreats (organised and run by CEDWW)
- School led Spirituality Days
- Regular staff meetings
- Professional Development for the Lighthouse program

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Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

COVID funding allowed us to employ a teacher to support student learning in mathematics. This teacher was supported by our Maths Focus Teacher and worked with targeted groups in the primary classes and we saw significant growth in all 4 areas; Counting, Place Value, Addition and Subtraction and Multiplication and Division.

Students in Year One were supported by both our Reading Recovery teacher and an EMU specialist teacher.

A special focus area in 2022 was our Writing Project, where teachers engaged in professional learning around moderating writing samples, developing a marking criteria and providing timely feedback to students. Our Literacy Support Teacher continued to support teachers to develop an analysis tool to collect data around Reading Comprehension allowing us to track student progress from Kindergarten to Year 6.

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

NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2022, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	22	428.5	406.9
Reading	23	473.3	444.7
Writing	23	439.0	432.7
G&P	23	458.9	444.3
Spelling	23	430.6	429.4
Year 5			
Numeracy	22	496.3	495.6
Reading	22	537.3	513.2
Writing	22	508.1	492.0
G&P	22	505.9	506.1
Spelling	22	526.5	512.9

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 believes that every child has a right to be safe and feel safe. Student welfare policies and practices guide the school community in achieving these goals. The following student welfare programs are implemented:

- Royal Far West programs
- Access to Centrecare Counseling Services
- Class based programs run by Centrecare counsellors
- Positive Behaviours Program
- Support by Aboriginal Community and Support Worker
- COVID Intensive Learning Support (ILS)

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Behaviour Management and Student Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Joseph's Primary School believes that children respond best to an approach that encourages and rewards positive, independent behaviour both in the classroom and in the playground. The school discipline policy reflects this.

The five pillars of the Positive Behaviour Approach are:

- Choose Learning
- Choose Kindness
- Choose Fairness
- Choose Safety
- Right Time, Right Place, Right On

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Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Joseph's Primary School works to provide a safe, inclusive and respectful learning community that promotes student wellbeing. The St Joseph's Primary School Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff and community members and to not bully, harass, intimidate or discriminate against anyone in school. This is supported by St Joseph's Positive Behaviour Initiative and the consistent approach which is used across the school, both in classrooms and on the playground.

Initiatives Promoting Respect and Responsibility

The Principal, parish priest and staff, model respect and responsibility to each other and to the students. Emphasis is placed on student leadership, self respect and responsibility.

St Joseph's Primary School follows a Positive Behaviour Approach which works hand in hand with the Pastoral Care Policy. Senior students are offered many opportunities to accept a leadership role in the school. Other students, from Kindergarten to Year 6, are encouraged to show respect and carry out responsibilities in the day to day running of their classrooms and in the playground. Discipline is viewed as preventative, corrective and supportive and involves the use of the Positive Behaviours Program. Pastoral Care is an expression of belief 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 counselling services through Centrecare, as well as school based programs run by Centrecare including the Fun Friends Program.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the

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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 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 documents in 2022.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#).

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

2022 Annual Improvement Plan Framework

Evaluations on level of achievement

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Whole staff professional development during a Staff meeting in Term 1 facilitated the implementation of the Lighthouse Project. All teachers and students fully engaged in the project and supported the teaching of religious education.

DOMAIN: LEARNING AND TEACHING

K-2 teachers were given the opportunity to visit two Wagga schools where they witnessed

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teachers using the 'Draw, Talk Write' strategy and saw effective 'Bump it up Walls'. All infants teachers were able to bring these strategies and experiences back to their classrooms and implement them successfully.

We were able to familiarise ourselves with the K-2 English syllabus documentation and adopted the NESAs K-2 English scope and sequence allowing teachers to concentrate their thinking on developing quality units of work.

We revisited whole school evidence-based practices and the majority of students were able to experience and learn from an engaging and relevant curriculum and thrive in Mathematics.

DOMAIN: COMMUNITY ENGAGEMENT

SJN participated in the CEDWW Parent Partnership initiative with Andrew Fuller and Stephen Brown and we were able to create opportunities to foster parent partnerships with the school and wider community and built connections between all stakeholders of our community.

Our continued commitment to a consistent implementation of our school based Positive Behaviours and student behaviour has improved considerably with very few students needing Lunch Time coaching.

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Priority Key Improvements for 2023

DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

SYSTEM STRATEGIC PRIORITY

1.1 Implementation of the Education Charter for CEDWW schools that articulates the purpose of Catholic Schooling

Each school to trial *Effectiveness Practices* as they are developed (by CEDWW in terms 2 and 3).

1.2 To review the Religious Education Program: Sharing Our Story

Each school to engage in CEDWW facilitated Year Level Workshops to revise Religion Scope and Sequences.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- To improve the opportunities for staff, parents and students to encounter Christ through prayer and scripture.

Evidence Informing each Area for Improvement:

- Very few of the students in our school attend Mass on a regular basis. For most of our families the school is their only experience of the Church. As a result we must engage our students in their faith and provide teachers with the tools to provide positive experiences in all aspects of Religious Education.
- We need to embed the CEDWW Charter across all school wide practices and teaching and learning

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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 2023 staff and students will have been immersed in different types of prayer and religious practices in order to build teacher capacity and enhance student engagement in Religious Education.	<ul style="list-style-type: none"> • Continue to implement Lighthouse Project teaching and learning programmes • Participate in ongoing Professional Learning on prayer and religious practices. • Conduct four staff meetings centred upon Liturgy of the Word and Liturgy of the Eucharist in consultation with Parish Priest and with CEDWW personnel • Conduct a Spirituality day supported by CEDWW to nurture the faith life of all members of staff 	<ul style="list-style-type: none"> • Teachers planning and preparing a weekday and/or Sunday Mass throughout the year with students in their class demonstrating their understanding of how to prepare for liturgy. • Pre and post survey of staff and students to determine changes in engagement in liturgies and prayer.

DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

2.1 TransFORMATIVE Learning

Each school to:

- Engage with the TransFORMATIVE Learning Statement to action the work of the Learning Collaborative through evidence based learning and teaching pedagogies.

2.1.1 Mathematics (Primary)

Each school to:

- Use Performance and Assessment Data (MAI, PAT, NAPLAN) to identify where students are at in order to achieve a years growth in Mathematical learning for all students;

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- Develop clear, realistic and achievable targets for improved learning in mathematical concepts, understanding and problem solving;
- Use spirals of inquiry for improvement of mathematical learning outcomes

2.1.2 Literacy (Primary and Secondary)

Each school to:

- Use Performance and Assessment Data (e.g. PM Benchmarks, Observation Surveys, PAT, NAPLAN, Writing Moderation, HSC) to identify where students are at in order to achieve a years growth in literacy learning for all students;
- Develop clear, realistic and achievable targets for improved student learning in literacy concepts, understanding and learning;
- Use spirals of inquiry for improvement of literacy learning outcomes

2.2 Develop and Implement the Wellbeing for Learning Framework

Each school to:

- Implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions to support student wellbeing, engagement and learning.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Improve students outcomes in literacy and numeracy (Parameters 1, 3, 6 and 14)
- Implement the new English and Mathematics K-2 Syllabus documents (Parameter 1, 14)
- Implement Learning Walks and Talks as well as Ghost Walks (Parameter 1)

Evidence Informing each Area for Improvement:

- Teacher surveys have identified areas for further development in reading, writing and numeracy for 2022
- MAI data shows Place Value and Addition and Subtraction as an improvement area for K-2 and Multiplication and Division and Fractions and Decimals as focus areas for 3-6
- NAPLAN Data highlights Spelling and Grammar and Punctuation as areas of concern. In Grammar and Punctuation 13.8% of Year 5 students did not reach the National Minimum Standard. In Spelling 10.3% of Year 5 did not reach the National Minimum Standard.
- NAPLAN Data also highlights Reading Comprehension as 6.9% of Year 5 students did not reach the National Minimum Standard. The trend data for reading demonstrates inconsistency in data over the last 5 years with Year 5 having a slight downward trend from 2019 to 2021.
- PAT Data shows strong growth and achievement in numeracy but highlights the area of Reading Comprehension as concerning. The PAT reading data shows that 7/20 Year 3, 2/23 Year 4, 10/30 Year 5 and 16/34 Year 6 students have scale scores below the expected mean.

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<ul style="list-style-type: none"> • Our PAT testing and NAPLAN indicate that our top kids are not being extended. • We need to add intervention at point of need for students. 		
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)
<ul style="list-style-type: none"> • By the end of 2023, SJN staff will have continued to build teacher capacity to effectively use assessment data to make informed teaching decisions. • Teachers will use the Mathematics Syllabus and the new English syllabuses in order to achieve improved measurable student learning outcomes from K-6. 	<ul style="list-style-type: none"> • Analyse whole school data and develop a focus on areas of strength and weakness <ul style="list-style-type: none"> ○ Mathematics: 2023 Mathematics Assessment Interview data ○ Reading: reading comprehension ○ Writing: sample using CSU Marking tool (K-2) and NAPLAN Marking Criteria (3-6); build on and further develop analysis tools K-6 which reflect Syllabus content for Reading, Writing and S & L. ○ Oral Language: K-2 Oral Language Tool • Revise and implement SJN Agreed Practice for Mathematics and English • Track student growth using a tracking tool along with the data wall (to be implemented by Leadership Team in collaboration with Instructional Teacher Mathematics (ITM) and Instructional Teacher Literacy (ITL)) • Professional Learning Conversations/Professional Learning Communities to engage in collaborative planning and reciprocal feedback between peers supported by ITM and ITL • Professional Learning 	<ul style="list-style-type: none"> • The assessment data will be included in Teacher programs to highlight links between assessment and teaching. • Agreed Practice will be implemented and evidenced by the ITM/ITL and the Leadership during classroom visits and Learning Walks and Talks • Professional Conversations will be based around evidence from the tracking tool and data wall and this data will be evidenced in teaching programs • Case Management meetings will be used to monitor the growth of students who teachers find difficult to shift in their learning. • Students will achieve one growth point of

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	<p>underpinned by TransFORMATIVE Learning to support best practice</p> <ul style="list-style-type: none"> ○ Maths: subtraction, division and fractions and decimals through the lens of Place Value ○ Reading: revisit Reciprocal Teaching strategies (Supported by CEDWW and Tara McCarthy) ○ Writing: Build teacher knowledge and skills on teaching of spelling using the Jolly Phonics (K-2) and Soundwaves (3-6) programmes; effectively using strategies like Draw, Talk, Write and Mentor Texts (ITL teacher) ○ Oral Language: Knowledgeable Other to be secured to provide this PL <ul style="list-style-type: none"> ● Learning Walks and Talks/Ghost Walks ● Case Management Approach 	<p>learning in each domain for one year of teaching using the relevant tracking tool</p> <ul style="list-style-type: none"> ● Students will achieve expected growth in PAT testing as evidenced through growth in their scale score ● Students will achieve acceptable growth from Year 3 to Year 5 in NAPLAN ● As a school we will decrease the gap between Year 5 results and the State and continue to achieve above the state in Year 3
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DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Partnerships with Parents
- Student voice and engagement

Evidence Informing each Area for Improvement:

COVID restrictions have impacted on the community engagement aspect of our school. Once restrictions are lifted it is a priority for us to re-engage parents and to welcome them onto our

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school site.		
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>During 2023, SJN staff will continue to engage with the research of Andrew Fuller and Beyond Blue, through a CEDWW initiative, to more extensively engage with key school community stakeholders to actively improve student wellbeing to enable students to become lifelong learners.</p>	<ul style="list-style-type: none"> ● Use the Grow Your Minds programme to support parents and teachers to work collaboratively to build the Big 6 skills (Fuller)- knowing your learning strengths, impulse control, planning and decision making, concentration, memory and emotional regulation. ● Survey Teachers, Students and Parents about the impact of this initiative on the development of executive functioning skills using pre and post data ● Continue the Parent Partnership Project and extend more involvement in the community through parent information sessions, newsletters and social media ● PL on CEDWW Wellbeing Framework ● Integrating Grow Your Minds with PBL policy and aligning the skills with whole school awards 	<ul style="list-style-type: none"> ● Decrease in student behaviour and lunch time coaching as a result of students being aware of the big six skills and using them in their interactions ● Reduction in number of Centacare referrals around anxiety, anger and resilience ● Pre and Post surveys for staff, students and parents

DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

- Management and sustainability of physical resources

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Evidence Informing each Area for Improvement: The primary buildings within our school are run down and do not match the other half of the school. We applied for an infrastructure grant in 2020 and were successful. Since then our student bathrooms have been refurbished but the other part of the project has not been started.		
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 2023, the leadership team will facilitate genuine collaborative opportunities for emerging leaders to build their leadership capacity to benefit the learning outcomes of the students of SJN.</p>	<ul style="list-style-type: none"> ● Process to identify/allow for self identification of candidates for leadership opportunities ● Provide mentoring for candidates ● Candidate/s may: <ul style="list-style-type: none"> ○ Lead curriculum projects ○ Liaise with William Silver and builders in order to ensure that the school improvements are effective and meet the needs of the school community ○ Implement new policy to build family and community partnerships to schedule fundraising initiatives for the calendar year ○ Focus fundraising initiatives to playground resources/equipment for our primary students 	<ul style="list-style-type: none"> ● SJN will have an analysis tool for Reading, Writing and Speaking and Listening (Oral Language) which reflect student achievement of the outcomes in the NEW English syllabus. ● Emerging leaders maintain regular open lines of communication with school leadership ● Investment in primary playground equipment ● Visual representation of fundraising target

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

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Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are considered in school planning processes.

This year, St Joseph's Primary School 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 made significant contributions to St Joseph's. The school is 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.

Financial Report

