

# 2022 ANNUAL REPORT

St Joseph's Primary School, Culcairn



# 2022 Annual Report (Primary)

## About this Report

St Joseph's Primary School, Culcairn 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 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, Culcairn has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St Joseph's Primary School newsletters and other forms of communication. Further information about St Joseph's Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

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

### Message from the Principal

*Catholic Mission:* 2022 provided many great opportunities for our school to again strive to be the best versions of ourselves. We strive to provide our students with opportunities to widen their lens and develop a greater understanding of their world. Way in which we undertook that in 2022 was to participate in such initiatives as Caritas Project Compassion and Catholic Mission's Socktober. Students participated in a number of learning opportunities as well as raising funds for these worthwhile charities. Other areas of outreach include our K/1/2 class participating in intergenerational visits at the town library. This is a Local Area Health initiative where the younger students interact with older members of our community. Each session has a different focus with themes run by the garden club and the local mens/womens shed. It is this outreach that assists the local elderly community and also helps our students build a variety of skills.

*Pastoral Care:* The Inclusive and Diverse Learning Teacher continued to engage in inclusive practices and build individual learning plans for students. School norms were explored throughout the year: Be Safe, Be Respectful, Be Responsible, Be a Learner and all within the motto, "Learning through and in Jesus Christ". Our school introduced an in school wellbeing teacher who was present during and after recess and lunch times to assist students with

## 2022 Annual Report (Primary)

that transition from play to class. This was hugely successful and will look to continue this into the future where staffing allows.

*Curriculum:* The continued focus this year was around ensuring high expectations, having children set personal goals for learning and increasing levels of descriptive feedback for these children. Great benefits were witnessed through this approach and students' expectations of themselves were lifted. Our Literacy Instructional Teacher continued to lead us as staff through professional development in the areas of writing moderation and using data to inform teaching more effectively. Our Mathematics Instructional teacher revisited some of the key learnings from our Maths Initiative such as bead Strings, bead kebabs and the importance of the number line in all areas of Mathematics.

The staff of St Joseph's Primary School strived for excellence and professionalism in all of their endeavours throughout 2022. Their dedication to improving the learning outcomes and the education of the whole child was outstanding.

Josh Gaynor  
Principal

### **Message from the Parent Body**

I would like to congratulate the whole school community on reaching the end of 2022. This year we have enjoyed a little more consistency, and hopefully this has enabled further development of resilience, flexibility and acceptance within our children.

The School Council has worked behind the scenes this year continuing our efforts to contribute to the improvement of school facilities. Thanks to Jess Wild for coordinating most of the fund raising efforts this year. The Cadbury Fundraiser was well supported and we were lucky to secure the catering for the Renny Lea Bull sales. Anzac Day Catering was another event that was well supported by our community. We are extremely grateful for the fundraising we could bring in as part of the Henty Field days gate commitment after a two year break. We also participated in the Culcairn Street Party and held our major raffle which is drawn tonight. Thanks to all who have been available to volunteer their time at various events. Every little bit helps, all funds raised are directed straight back into the school with the goal of offering the best possible facilities and educational experiences for our children. Thanks to all who support our fundraising efforts whatever way they can.

We are especially grateful for Josh's leadership and the amazing teachers and support staff at St Joseph's. Every member of staff is dedicated to supporting and caring for our children and I know as a parent I am confident that I am sending my children to be with people who will influence them in a positive way and always have their best interests at heart. Thank you for the way you strive to offer the children new and exciting opportunities throughout the year. Alice in Wonderland was a real highlight but there is always so much on offer outside the mandated curriculum, we appreciate the way you manage to deliver such a diverse program within such a small school.

Miss Clarke leaves us this year and I would like to thank her on behalf of the community and wish her well in her future endeavours.

## 2022 Annual Report (Primary)

The School Council offers special congratulations to the Year 6 Graduates! We wish you well as you head into secondary education and hope that you look back on your time at St Joseph's fondly. To the parents of our graduates, thank you for the support you have shown the school over the years. Thank you for the contribution you have made to the community during your time at St Joseph's.

Thanks to Simone D'Amelio, Vice President, for her commitment to the School Council over the year. As a council we meet about once per term with dates advertised in the newsletter and posted on Compass. Our focus is school improvement and fundraising, but attending meetings is also a great way to hear about what is happening around the school. We encourage all parents to be a part of the School Council in 2023 and look forward to seeing you at our next meeting.

Caroline Godde  
School Council Chair

### **Message from the Student Body**

During the 2022 school year we enjoyed being the leaders of the school. With there only being four of us we enjoyed the added responsibility and feel that we represented the younger children to the best of our ability. As captains, we thoroughly enjoyed our journey. We enjoyed the student leadership meetings with Mr Gaynor and taking on roles and responsibilities throughout the school. We especially enjoyed welcoming all of the diocese principals for their Term 3 meeting to our school. We would like to thank all of the staff and students who have made our time here so enjoyable.

Good luck to the 2023 leaders as you move into your leadership responsibilities.

Thank you St Joseph's.

**School Captains 2022**

## 2022 Annual Report (Primary)

### Section 2: School Features/Context

The school is located in rural NSW and is 55 km north of Albury. Many of the school families are generational farmers of crops, cattle and sheep.

St Joseph's Primary School is conscious of the need to teach students to be children who are spiritual, inquirers, thinkers, reflective, adaptable, knowledgeable, communicators, collaborative, principled, caring and health conscious global citizens and lifelong learners. These exit outcomes direct teaching and learning at St Joseph's Primary School, Culcairn.

Parents are recognised as the first educators of their children and strong relationships are encouraged between home and the classroom. It is important to participate fully within the community. The classroom and whole school programmes are designed to ensure all students have equal access to the curriculum, as well as understanding their place within the community.

### Section 3: Student Profile

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

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Indigenous</b>	<b>Total</b>
28	21	0	1	49

\*Language background other than English

#### 1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese 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, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

## 2022 Annual Report (Primary)

### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	91%
Year 1	86%
Year 2	90%
Year 3	91%
Year 4	90%
Year 5	93%
Year 6	88%

The average student attendance rate for 2022 was 90%.

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

- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

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

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

## 2022 Annual Report (Primary)

### Section 4: Staffing Profile

There are a total of eight teachers and five support staff at St Joseph's Primary School. This includes 5 full-time and 3 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	7

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 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:

- Increase Student leadership in Social Justice and school wellbeing initiatives
- Create Statements of Agreed Practice in both Mathematics and English
- Development around the increased utilisation and interactivity of our Data Walls.

## 2022 Annual Report (Primary)

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

#### Catholic Heritage

St Joseph's Primary School was first opened in 1926 by the sisters of St Joseph. The first sisters: Austine Doyle, Evangelist Duggan, Gonzaga Cuffe, Gertrude Lennon and Concerpta Gallagher arrived to open the school for 60 pupils. Strenuous efforts were made, mostly to raise money to build a convent and ultimately a school building. The school continues to strive for excellence in all areas, all while fostering the strong beliefs and values of the sisters of St Joseph.

#### Liturgical Life of the School

St Joseph's primary school participated regularly in Mass and once a month held a family Mass (children's liturgy) at the Sunday 10am Mass. The school celebrated the feast days of St Patrick, St Joseph, St Mary Mackillop and Mary Help of Christians. The students celebrated liturgies where possible on each holy day of obligation.

Prayer is an important part of the daily life of the school. Every second Friday, an afternoon assembly was held and each assembly commenced with an acknowledgement of Country and finalised with the school prayer. Each day the classrooms begin with a prayer. At lunchtime the school gathers to say grace.

Our school undertakes a Stations of the Cross experience each year during or leading up to Holy Week. Each class creates an artistic interpretation of each station. The experience is open to the wider community to come and experience a reflective walk through the stations.

#### Staff and Student Faith Formation

Daily class Religious Education lessons occur which focus on using Jesus' example to allow the students and staff to reflect daily on their faith journeys. In 2022, First Reconciliation and first Holy Communion sacramental programs were undertaken. We were also joined by Bishop Mark Edwards for the celebration of our school and Parish Sacrament of Confirmation. Throughout the whole school masses, the roles/ ministries were shared amongst children to allow growth for all students.

#### Social Justice

During the year, the students of St Joseph's Primary School participated in many activities that promoted the missionary work of the church. These included fundraising days for Catholic Mission, St Vincent De Paul and Caritas. A highlight of the year was the whole school Mission drive for Socktober.

#### Professional Learning in Catholic Life and Mission

Staff participated in a number of professional learning experiences within the Religious Education area, including four delving into the scripture session held via zoom with the Broken Bay Institute. We also undertook a professional development with Sr Anne Hagan



## 2022 Annual Report (Primary)

which delved into the role of a catholic educator. Exploring resources and creating meaningful liturgical experiences was a staged process that benefited all. All staff participated and assisted throughout the implementation of the three sacramental programs, allowing for a number of very meaningful staff community experiences.

## 2022 Annual Report (Primary)

### Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (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 of Wagga Wagga.

The school provides the opportunity for children to participate in a wide range of activities that enhance the educational experience for them. Included in these are the opportunity to participate in the University of NSW Tests for Maths, Science, Computing, Spelling and Reading. In Stage 1, children have access to the Reading Recovery programme, with one on one mentoring to help those who are yet to master reading. Identification of vulnerable students throughout the school were exposed in the Extending Mathematics Understanding initiative, which included small group intervention for those deemed to have the higher needs in mathematics.

The Extending Mathematical Understanding (EMU) program continued throughout the diocese during 2022. This program enabled the school to engage a Maths Focus teacher for two days a week. As a means of tracking student development in Mathematics, the Mathematics Assessment Interview was utilised throughout the school. This assessment tool provides specific information about the knowledge that each student has of various concepts in numeracy.

Royal Far West continued their partnership with CEDWW this year and this resulted in five students benefiting from some online weekly speech pathology or Occupational Therapy with Telecare.

In today's modern world, children need to clearly understand the purpose of learning in order to connect it to their daily lives. Staff at St Joseph's believe that teaching children to be responsible, effective, lifelong learners is more important than memorising facts and figures.

Staff encourage all children to interact with modern technology, using the resources that are freely available, to support an inquiry based model of learning. In this model, the journey of learning and the questioning that goes with it, is often more important than the final destination.

Aligned with this inquiry based model is a desire on behalf of the staff to ensure that the children are well grounded in the basic skills that are needed to function in a modern society. Support is provided at all levels to ensure that children can and do achieve at the highest level possible.

The school prides itself on delivering to students, programmes that meet their individual learning needs and goals through differentiated lessons.

## 2022 Annual Report (Primary)

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

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
<b>Year 3</b>			
<b>Numeracy</b>	8	416.7	406.9
<b>Reading</b>	8	452.7	444.7
<b>Writing</b>	7	444.3	432.7
<b>G&amp;P</b>	8	459.5	444.3
<b>Spelling</b>	8	410.6	429.4
<b>Year 5</b>			
<b>Numeracy</b>	8	486.2	495.6
<b>Reading</b>	8	505.1	513.2
<b>Writing</b>	8	481.2	492.0
<b>G&amp;P</b>	8	499.7	506.1
<b>Spelling</b>	8	477.0	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](#).

## 2022 Annual Report (Primary)

The St Joseph's Primary School community believes that pastoral care is a life-giving focus that is a response to each person's need for self-esteem, positive discipline, effective learning, purpose in life, moral and personal development, experienced within the ethos of a gospel based community.

Pastoral care is central to the ethos and identity of a Catholic school. It is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of this school is to promote the full physical, social, intellectual, emotional and spiritual development of the students.

The school has, in accordance with Diocesan Guidelines, a Wellbeing Committee. This committee consists of the teaching staff, Principal, School Counsellor and the School Inclusive and Diverse Learning Teacher. The main role of the committee is to review the welfare of any student in the school who may be in need of assistance.

The policy revolves around the four main school norms: Be Safe, Be Responsible, Be Respectful and Be a Learner. These four norms are viewed in the light of the school's motto; 'Learning in and through Jesus Christ.'

### **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](#).

The St Joseph's Student Behaviour Management Policy intends to develop a whole school approach to student behaviour. It embraces the philosophy of a Positive Behaviours for Learning approach and also utilises the Restorative Practices mantra.

The policy aims to encourage positive student behaviour and expects students to:

- Develop positive self-discipline
- Respect the rights of others
- Own their own behaviour and accept the consequences of poor behaviour choices
- Build positive relationships

To assist in the implementation of the Behavioural Management Policy, the following protocols are followed:

- Ongoing professional development of staff in Restorative Practice
- Clearly established norms across the whole school, which are revisited regularly
- Staff model positive relationships and endeavour to be consistent when dealing with students

School Norms form the basis of all behaviour management.

## 2022 Annual Report (Primary)

### **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 seeks to be a place of acceptance, affirmation and justice. Bullying strikes at the very basis of these values and prevents students from reaching for excellence in every dimension of life. The students are entitled to receive their education free from humiliation, oppression and abuse. Staff follow the school Anti-Bullying Policy to ensure the safety of all children and staff within the school community. St Joseph's participated in the National Anti-Bullying Day and the Day for Daniel.

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

The school continued its involvement with the community when possible. Students undertook a number of fundraising events to raise money for St Vincent De Paul, Catholic Missions and Caritas.

Students participated in a number of initiatives such as:

- Day for Daniel
- White Ribbon day
- Harmony Day
- Ride to School Day
- Footy Colours Day
- NAIDOC Week
- Reconciliation day

### **Complaints and Grievances Resolution Policy**

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

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

### **Workplace Health and Safety**

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

## 2022 Annual Report (Primary)

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 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.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 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.](#)

Evangelisation and Religious Education	
Focus	Evaluation
In order to increase visible student leadership and voice, by the end of term 1 2022, we will have created a student Social Justice Group and continued with "Grow Your Mind" as a school initiative for wellbeing.	The teaching team undertook professional development around the use of the Grow your mind resource. Staff then used this resource to build a student led program called Gym Groups. Although sessions were minimal during the 2022 school year it is now ready to roll out widely and move to a fortnightly focus in 2023.

## 2022 Annual Report (Primary)

Learning and Teaching	
By the end of Term 1 we will have created an agreed practice for the English Block and Maths hour. So that all staff are using a common approach to teaching Mathematics and English.	Staff undertook a lengthy process led by the Literacy and Mathematics Instructional teachers. The PD focussed around best practice and what that looked like in our classrooms. Separate Agreed practice documents were created that now form the basis of our work.
By the end of Term 2 we will have co-constructed a Data Wall using the Naplan Criteria (3-6) and the Writing Analysis Tool (K-2). So that it is aligned across the school and is interactive.	Although we had a functioning Writing Data wall prior to the 2022 school year we felt its functionality could be increased with these changes. Through the dedicated work of Jess Wild our Literacy Instructional teacher this goal was achieved and the wall is now functioning well.

### Priority Key Improvements for 2023

#### [The 2023 Annual Improvement Plan](#)

## 2022 Annual Report (Primary)

### Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Joseph's Primary 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 used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

#### Parent Satisfaction

*School wide Parent Survey = 12 Respondents*

3/5 rating	4/5 rating	5/5 rating
	25%	75%

**Parents were asked to list words that they associated with our school and their child's education.**

- *Care, support, understanding*
- *Inclusive, Caring, empathetic, safe, happy, belonging, enjoyable*
- *Compassionate, caring, inclusive, encouraging, friendly, great education*
- *Fantastic, friendly, dedicated*
- *Absolutely fantastic*
- *Great, friendly and fun learning environment*
- *supportive, inclusive, whole-child focused*
- *Inclusive, caring, community, excellence*
- *Caring, understanding, great teachers, friendly atmosphere*
- *Inclusive, supportive, approachable, proactive, modern, well resourced*

*Great work done by all. I am particularly pleased with the steps put in place half way through the year when my daughter was suffering some confidence issues with her Maths. The work done by Mrs Murray and Mr Mannes with her has seen her come along in leaps and bounds. Thank you. It is greatly appreciated.*

*It's been great for Olivia to have such supportive teachers & aides who are willing to learn new ideas & adapt the curriculum to benefit Olivia's learning.*

#### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
75%	25%	



# 2022 Annual Report (Primary)

## Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
75%	25%	

## Financial Report

