



**St Joseph's Primary School
Culcairn**

2017 Annual Report

Principal: Josh Gaynor

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About this Report

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Joseph's Primary School, Culcairn performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the St Joseph's Primary School Culcairn community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors 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 secondary schools and Registration primary schools.

This *Report* complements and is supplementary to St Joseph's Primary School, Culcairn newsletters and other forms of communication. Further information about the school may be obtained by contacting the school or by visiting the school's website.



Section 1: Message from Key Groups in Our School Community

Message from the Principal

2017 brought exciting times for St Joseph's Primary School, Culcairn, with many new faces arriving at the school. As a school, we had a number of goals that we decided we would strive towards as we journeyed with the children in our care.

Catholic Mission: Our goal was to work towards improving the visibility and cultural link between our school, staff and students to St Joseph's Josephite heritage. We participated in the Faith, Story Witness program which was facilitated by Sr Anne Hagan on behalf of the Catholic Schools office. This was a very powerful program especially with a number of new staff that come to our school environment.

Pastoral Care: As a staff we worked towards completing a new 'Pastoral Care and Wellbeing Policy.' To undertake this effectively, we participated in a number of professional development sessions facilitated by Bede Hart around the areas of 'Restorative practices' and 'effective communication with children'.

Curriculum: We worked together with the students to be able to articulate their role and the teachers' role in effective collaborative teaching and learning. A focus on reflective thinking was encouraged throughout the school and saw benefits within children's own abilities evaluate their own learning.

The staff of St Joseph's Primary School have strived for excellence and professionalism in all of their endeavors throughout 2017. Their dedication to improving the learning outcomes and the education of the whole child has been outstanding.

Josh Gaynor

Message from the Parent Body - Adrian Knobel, School Council Chairperson 2017

St Joseph's Culcairn 2017 Chairperson's Report as delivered at the 2017 Presentation evening.

Well another year has come and gone, we saw a new principal and two new teachers. At the start of the year we welcomed 8 new students to the school.

On the fundraising front, we had our two major raffles across the year, Easter and Christmas. We continued with the catering for the Lions changeover dinner, thank you to the Lions for allowing us to do this and all those that helped. Our other fundraising activities for the year were Dinner on the Court, thanks to all that supported this in anyway. We continued to keep our role at HMFD, but we changed from the eastern gate to the west gate and it was a big effort by all. I have thanked Heather Bidgood who organises the gates and Belinda Anderson CEO of HMFD for allowing the school to undertake the role at the Western gate. The reply from Belinda Anderson CEO was, "It's a pleasure to work with an extremely capable group".

Overall we have had a very successful year of raising over \$8,000 in total and the School Council would like to thank all parents, friends and carers who have assisted in any way throughout the year to allow us to undertake all of these fundraising activities. If it was not for the support of everyone we would not be able to do these activities and have the money for the beautification of the surroundings around the new school buildings when completed next year.

Thank you to any parents that have been asked to assist with any jobs at any time.

We are now entering a new era of our school community with the appointment of Josh Gaynor as our permanent principal. We are very excited to see what Josh will continue to do for our school.

I would like to mention the 4 families that are leaving our school, they are the Clancy's after 11 years with Madison, Campbell and Laurence, thank you Deb for all the things that you have been involved in from School Council and catering functions.

The Lee's after 10 years with Jorja and Harry. Thank you to Tracey and Scott for assisting with jobs when asked it is very much appreciated. Thank you to Tracey for your help on the School Council over the last couple of years.



The McGees after 10 years with Liam, Faith and Grace. Thank you to Donna and Darren for assisting with jobs when asked it is very much appreciated. It is farewell for a number of years and we hope to see you return back to this school in a number of years.

The Pantlings/Kings after 3 years with Allysha. Thank you to Greg and Apton for assisting with jobs when asked, it is very much appreciated.

Thank you to all staff for your effort this year with the changes that have occurred and we look forward to the new school next year.

And from me, a thank you to the rest of the School Council for their assistance throughout the year. There has been times that due to my work I have been unable to do things but everyone has helped. I would again thank Nat Weston as Vice President for her help throughout the year. Thanks to Renae for allowing me to take on this role.

We all look forward to 2018, with the building of our new school. This project has been on the cards for about 3 years but it is finally happening, through the persistence of Josh. Thank you to everyone again for your help throughout the year.

Message from the Student Body

2017 has been an unforgettable year. With such a large group of leaders their support has made our leadership as captains so much easier. As Captains, we have thoroughly enjoyed our journey. Learning organisation, having responsibilities, enjoying fundraising activities and overall our leadership role has been an invaluable experience.

Good luck to the 2018 leaders as you move into your leadership responsibilities.

Thank you St Joseph's. – School Captains 2017.

Section 2 : School Features/Context

St Joseph's Primary School is located in rural NSW and is 55 km north of Albury. Many of our school families are generational farmers of crops, cattle and sheep. St Joseph's Primary School is conscious of the need to teach our students to be children who are Spiritual, Inquirers, Thinkers, Reflective, Adaptable, Knowledgeable, Communicators, Collaborative, Principled, Caring and Health Conscious Global Citizens. It is our desire for children to continue their lifelong learning in these key areas. These Exit Outcomes direct much of what we do at St Joseph's Primary School Culcairn. We recognise parents as the first educators of their children and we encourage strong relationships between home and classroom. We believe it is important to participate fully within the community, and our classroom and whole school programmes are designed to ensure all students have equal access to the curriculum at our school as well as understanding their place within the community.

Our current enrolment of 41 students allows for great opportunities of collaborative learning and inquiry based learning approaches across many Key Learning Areas.

Catholic Identity

As a school established by the order of The Sisters of St Joseph of the Sacred Heart, St Joseph's strives to lead students in way that celebrates Australia's first saint, Saint Mary MacKillop.

The school has strong involvement in our Parish based Sacramental Programs for Confirmation, Reconciliation and First Holy Communion. The opportunity was provided for participation in the special feast days, including St Mary MacKillop, St Patrick, St Joseph and many others including the Assumption.

Our programs and worship are guided and supported by Father Terence, our Parish Priest and Miss Clare McKinnon, the Religious Education Coordinator in partnership with the Principal.

The school participates regularly in Mass and twice per term school members and former students take responsibility for the various lay led parts of the Mass.

Prayer is an important part of the daily life of the school. We participate in a staff led prayer weekly. In the classrooms each day begins with prayer. At lunchtime, we gather as a whole school to say Grace together.



Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
22	19	1	4	41

*Language background other than English

Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

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

Note for schools the following information is now required by NESA for the Annual Report.

Please include the full text of your school's enrolment policy and conditions for continuing enrolment. Your school documents need to describe the enrolment process, timeline, payments and priorities that a school/college applies when enrolling students. You should also add some summary information for continuing enrolment- accepting and supporting the discipline/behaviour code; regular attendance; maintenance of a respectful co-operative relationship by the family with the school; payment of required fees and what may lead to an enrolment being cancelled. A full copy of the enrolment policy, processes and enrolment form may be added to this report as appendices.

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

Student Attendance and Retention Rates

Year	Attendance %
Kinder	93
Year 1	94
Year 2	95
Year 3	95
Year 4	92
Year 5	91
Year 6	91

The average student attendance rate for 2017 was 93%.

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.

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.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom St Joseph's Primary School's strategies have failed to restore regular attendance.

Section 4: Staffing Profile

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

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

Teacher Standards

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

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	5
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
5	3	8

*This number includes x Fulltime teachers and x part-time teachers

Percentage of staff who are indigenous	0
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Professional Learning

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

- Extending Mathematical Understanding - Ann Gervasoni
- RE Conference, Sydney.
- Faith Story Witness - Sr Anne Hagan
- Key Word Signing Professional Development - Aspire
- Restorative Practices - Bede Hart
- Reading our Way Webinar
- SENA 1 & 2
- Ob Survey Training
- Curriculum Review Programme
- Best Start Training and Revision
- Catholic Missionary discipleship
- First Aid
- CPR
- Child Protection
- Introduction to the National Numeracy and Literacy Learning Progressions



Section 5: Catholic Life and Religious Education

St Joseph's Primary School Culcairn follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*.

Catholic Heritage

St Joseph's began when the first sisters, Augustine Doyle, Evangelist Duggan, Gonzaga Cuffe, Gertrude Lennon and Concepta Gallagher arrived in 1926 to open the school for 60 students. The School catered for Kindergarten to Intermediate (yr 9) for thirty years until 1962 when St Joseph's became a Primary School.

St Joseph's first Lay teacher was employed in 1976, Miss B McPherson.

The school has continued to be staffed by the Sisters up until the end of the 1985 school year. However, there had been a lay Principal at the school since the beginning of 1982. Sr. Barbara Fogarty RSJ was the last Sister to be School Principal. St Joseph's farewelled the sisters after 88 years on 16th February 2014

Liturgical Life of the School

The School participates regularly in Mass and once a month holds a family mass (Children's Liturgy) at the Sunday 10am Mass. At this Mass, the School Community take responsibility for the readings and offertory procession. This year we have celebrated feast days of St Patrick, St Joseph, St Mary Mackillop, Our lady of Sorrows and St Mary Help of Christians. Our students have also celebrated Mass on each holy day of obligation.

Prayer is an important part of the daily life of the school. Friday afternoon assembly commence with our School Prayer. In the classrooms each day begins with prayer. At lunchtime, we gather to say Grace together.

Staff and Student Faith Formation

The sacramental programs of Reconciliation and First Eucharist were undertaken in 2017.

Social Justice

During the year, the students of St Joseph's participate in many activities that promote the missionary work of the Church. This year these have included fundraising days for Catholic Mission, St Vincent De Paul, and Caritas.

Professional Learning in Catholic Life and Mission

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



Section 6: Curriculum

St Joseph's Primary School, Culcairn 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 the Catholic Schools Office, Wagga Wagga.

The school provides the opportunity for the children to participate in a wide range of activities that enhance the educational experience for them at St Joseph's. Included in these is the opportunity to participate in University of NSW Tests for Maths, Science, Computing, Spelling and Reading. In Stage 1 children have access to Reading Recovery programme, with one on one tutoring to help children who have not mastered reading.

The Catholic Schools Office introduced funding to support music and performing arts in all of its schools. As a result, all of the 3/4/5/6 students participated in and were trained to take part in a collaborative singing and dance presentation facilitated by Arts Alive Australia.

The Extending Mathematical Understanding (EMU) program was rolled out throughout the Diocese and which enable the school to have a Targeted Mathematics teacher for three days a week. As a means of tracking student development in Mathematics, the Mathematics Assessment Interview was introduced to the school in a more formal way. This assessment tool provides specific information about the knowledge that each student has of various concepts in numeracy.

The Reading our Way program was implemented into our school as a means of assisting not only a student with Down Syndrome but other students in building confidence in reading and understanding letters and sight words.

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

We encourage all children to interact with modern technology, using the resources that they have 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. We provide support at all levels to ensure that children can and do achieve at the highest level possible.

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



Section 7: Student Performance in Statewide 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 school 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 results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	1	1	1				
Band 5		3		2	1	1	
Band 4	1		1		1	1	1
Band 3	2	1	1	1	2	2	4
Band 2			2		1	1	
Band 1	1			2			
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	1		1				
Band 7	1		1		1		1
Band 6	1	2	1	2	1	2	1
Band 5		1			1	1	1
Band 4				1			
Band 3							



Section 8: Pastoral Care and Well Being

At St Joseph's, we believe 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 our 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 our school is to promote the full physical, social, intellectual, emotional and spiritual development of the students.

The school has, in accordance with Diocesan Guidelines, set up a Well Being Committee. This committee consists of the teaching staff, Principal, School Counsellor and the School Support Officers (SSO). The main role of the Committee is to review the welfare of any student in the school who may need assistance.

To assist the school in identifying and correcting anti-social behaviour, the school this year introduced for the first time an online survey of how the students felt they had been treated by other students and what areas of the school they felt less comfortable in. This information has proven to be invaluable in identifying areas and individuals responsible for issues with the student community.

Discipline Policy

The St Joseph's Student Behaviour Management Policy intends to develop a whole school approach to student behaviour. It embraces the philosophy of Restorative Practice.

The policy aims to encourage positive student behaviour and expects student 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

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

Anti Bullying Policy

Anti-bullying is a priority. At St Joseph's, bullying is not acceptable in any form. Students and staff have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. St Joseph's Primary School seeks to be a place of acceptance, affirmation and justice. We believe 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. St Joseph's participate in the National Anti-Bullying Day and the Day for Daniel.

Initiatives Promoting Respect and Responsibility

The school has continued its involvement with the community with many of the students winning prizes at the Culcairn Show.

Students undertook a number of fundraising events to raise money for St Vincent De Paul, Catholic Missions, and Caritas.

Marching on ANZAC Day each year is one of the enduring traditions in the school, along with a reflective service on Remembrance Day.



Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese.

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

Workplace Health and Safety

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

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

Section 9: School Review and Improvement

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

2017 Annual Improvement Plan

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	* Visibly and culturally link our students to St Joseph's Josephite heritage.	* Most students to be able to explain an aspect of our Josephite heritage and to build upon this annually.	* Have staff revisit Faith, Story and Witness. * Involve students in an investigation of the development of Josephite schools with a view to making student inspired choices about what symbolises St Joseph's Culcairn.	* The link with Josephite heritage will be physically obvious. * Staff and students will be able to recall some factual history about the school.
Pastoral Care & Wellbeing	* Complete Pastoral Care and Wellbeing Policy as specific to St Joseph's School.	* All students to be able to name the four aspects of behavioural expectations.	* Signs and pictures displayed in learning areas and where students play. * Peer modelling. * Use Dojo system to award points for upholding expectations.	* A written policy will be in existence. * There will be a decrease in the number of times students are reminded of their behaviour.
Student Learning & Pedagogy	* Students will be able to articulate their role and the teachers' role in effective collaborative teaching and learning.	* Most students to use a common language in explaining how and why they learn and how teachers operate as facilitators.	* Survey staff and students. * Identify and cite research that supports what we believe. * Identify the language that we will use to describe teaching and learning, including questioning. * Begin modelling with the students how to describe their learning styles and needs and the questions that they can ask. * Post on the school website and report in the newsletter what has been developed and how it can be beneficial beyond the classroom.	* An increasing seamlessness in the flow of lessons will be evident. * Higher levels of student engagement should be noted.
Strategic Leadership & Partnerships	* Commence teacher observation program with a focus on improving student engagement and learning.	* More students will be actively engaged for longer periods of time whether it is during instruction, viewing or	* Develop an agreed process and criteria for conducting teacher observations. * Undertake professional reading on the purpose and benefits of teacher observation.	* Staff will note how they have evaluated and improved their practice. * Students will be engaged more readily and for longer.

		undertaking of tasks.	* Timetable observations and feedback sessions.	
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Priority Key Improvements for 2018

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
* Visibly and culturally link our students to St Joseph's Josephite heritage. Linking Missionary Discipleship into our everyday language and practice. * Mary as First Missionary Disciple.	* Students and Teachers to explain aspects of our Josephite heritage and to build upon this annually. Staff will complete the Mary as First Missionary Disciple Programme..	<ul style="list-style-type: none"> Witness - Develop a process throughout the school of owning our heritage. Collaboratively creating a new foyer space/History walk, our heritage will be at the forefront of our school. Undertake Mary as First Missionary Disciple Programme. 	Continued focus in Staff meetings around witness as a follow up to our Spirituality from 2017 Staff Spirituality Day	Planning for implementation in our school will be completed. Timetable for introduction of the Angelus with age appropriate prayers.
Target Mathematics using Data to drive discussions and decisions	70% of Year 5 students to meet expected growth from year 3. Students to demonstrate expected growth of 1 progression point per year.	A continued focus on the improvement of practice through the Targeted maths initiative. Staff PD about the Use of Numeracy progression points to inform practice.	SAP School CSO delegate DET - Progression points MAI - Growth Points ACER Tests	- Check that new Maths S&S completed. -Evaluate and refine activities using teacher professional judgement -Check that staff are noting on S&S which activities that are complete cover a range of strands. -MAI Assessments Feb & Nov
Learning Progression Point Implementation. Mathematics and English	To have all students demonstrate positive growth in progressions within the areas of focus: Literacy: Creating Texts Numeracy: Place Value	-Staff PD about the Use of Numeracy and Literacy progression points to inform practice. -Undertake a pre Assessment of the students understandings and abilities in this area start of T1. MAI Assessments/ Writing Text Sample -By implementing the 'effective Feedback' practices to inform students of their progress. -Use of SAP 0.2 FTE SAP funding to assist in the implementation of progressions. This is to improve the teaching and learning K - 2 in Literacy, will be working with staff. This also is linked the ANT role, work with the students. -ES1 and S1 Network Day to improve Teacher capacity in the teaching of English Literacy.	Twilight Staff Meeting at SPH 14/2 4.00 - 6.15. Facilitated by SSO State Action Plan. Principals to assist.	Students growth will be plotted against the Progression. Discussion and comment on the progress with respect to the achievement with respect to the targets will be supplied to the SSO.



		-Implement the revised Best Start Test to gain an understanding of the entry level of our new Kindergarten students.		
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Section 10: Parent, Student and Teacher Satisfaction

Parent Participation

The information below is a guide only. You may write this to suit your school.

Parents are the primary educators of their children and are always welcome at St Joseph's Primary school Culcairn. 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. Parents are encouraged to participate by being involved on our School Council. Parents are also surveyed on different issues to gain their perspective and thoughts.

Financial Report

