

2018 Annual Report

St Joseph's School, Lockhart

2018 Annual Report

Principal: Debbie Sheather

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About this Report

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

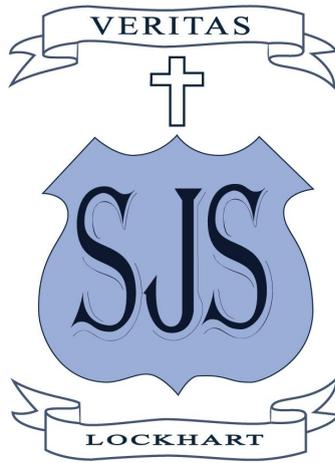
The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about St Joseph's School's performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments 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 School community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of Wagga Wagga in consultation with the School Consultant who monitors St Joseph's School and has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

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

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

As we conclude another school year, I feel so incredibly honoured to, once again, be part of this amazing school. The journey of St Joseph's, Lockhart began almost 111 years ago by four remarkable women and I am so proud that we are continuing the history that they began.

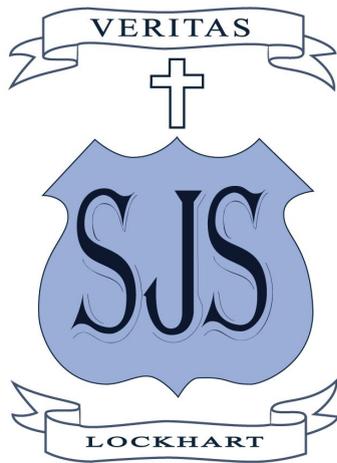
To our Year 6 class - you have been amazing leaders this year and we thank you for being the role models you have been. Please take the knowledge, experiences, skills and values that have been nurtured here at Joeys and use them to make the most of what you do in your life to be the best person that you can be. Thank you to the family members who helped you reach this milestone. We simply continued the journey that you began.

An end-of-year speech is not complete without my heartfelt thanks to those who made it so successful

- To the incredible staff at St Joseph's – you are amazing and make coming to school each day a pleasure and a privilege with your constant dedication and passion for what you do with students each day.
- To you, the parents and families for your support in so many ways and for the trust that you have in what we do. Special thanks to the leaving families – the Chant, Collins, Gooden and Rockliff families as well as the Schneiders. Thank you for everything that you have done for us at St Joseph's.
- To Heidi and the School Council – your support is so important for our school and so appreciated by us all.
- Most of all to the students – there is no better profession to come to each day because of what you bring – your excitement, your creativity, your enthusiasm, your inspiration and the care that you show for each other.

So many happenings occur over a school year but I would like to mention just a few -

The appointment of Father Henry to our Parish has been a long awaited one but it is wonderful to have him here.



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This year, we introduced the Words their Way word study program which has given us a developmental approach to phonics, spelling and vocabulary that makes word study more efficient and student-centred.

We also moved to the Literacy and Numeracy Progressions as a comprehensive form of data collection. This data can then be analysed to direct teaching and learning more effectively.

The Diocesan Targeting Maths initiative continued into its second year with Helene driving this and St Joseph's students reaping the amazing benefits that this involves across the school.

This year also, the introduction of the Inclusion and Diverse Learners role (IDL) to support learning was very welcome. Clare has been a wonderful asset in this role and it has increased the capacity of the school in this area.

Peer observations between teachers and student/teacher learning conversations are becoming much more part of what we do to improve relationships and teacher practice.

NAPLAN is only a very small part of our data collection but our results this year were outstanding – In both Year 3 and Year 5, 94% of our students achieved at or above National minimum standards in reading with 100% of our students at or above in writing, spelling, grammar and punctuation and numeracy. Our school results were equal to or above (in some cases well above) the national average in 9 out of 10 assessment areas.

Over the holidays, our main classroom block and library will all be re-carpeted thanks to funding from Catholic Education – DWW

And finally - Thank you to you all for the year of 2018 – we have much to be grateful for and so many reasons to celebrate.

Debbie



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Message from the Parent Body

St Joseph's School Council Chairman's Report 2018

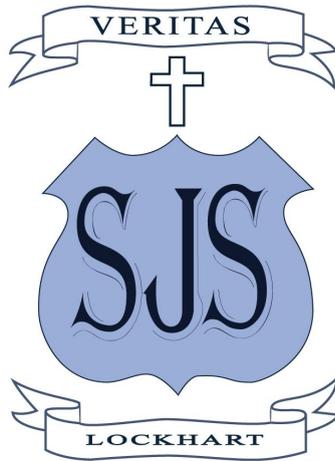
On behalf of St Joseph's School Council, I would like to thank Mrs Sheather and all of the staff for another wonderful year at our school.

I would like to extend a warm welcome to Father Henry to our parish. I hope he will feel very welcome at our school and I would encourage him to call in and spend time with the students and staff when he can. I am hopeful we can organise a School Mass one Sunday next year as was done during 2017 and keep the spiritual side of our school alive and healthy.

We started the school year with our annual working bee on 27th January. We were welcomed back to the school by freshly painted surfaces, a refurbished toilet block and lots of little maintenance jobs completed. This coupled with some new families attending that working bee bought a sense of excitement to the new school year.

On 13 th February the School Council AGM was held and at this meeting we thanked and farewelled Mark Bowyer, Michelle Lenehan and Felicity Day for their time on the board. We welcomed three new members in Noreen Richards, Matt Lane and Ben Hamson onto the School Council and I thank them for their willingness to take up a role on the Board.

The school is incredibly lucky to have such wonderful school council members helping support Mrs Sheather and the school throughout the year. Thank you to Bill Pincott, Anne Maree Marsh, Kieran Gleeson, Ben Hamson, Matt Lane, Noreen Richards & Kerri Brown for supporting me and being members of the Council. Thank you for your time & dedication to our school and thank you all for everything have contributed to supporting the staff, projects around the school and our fundraising activities this year.



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Over the course of this year, as a School Council we have been involved with and supported the school in accomplishing the following projects and highlights: -

1) Earlier this year we oversaw the completion of the refurbishment of the toilet facilities significant maintenance to the library, as well as repainting much of the school both inside and out. I would especially like to thank the Catholic Education Diocese of Wagga Wagga for providing the fund to help maintain our aging school. Your generosity is greatly appreciated.

2) On the 8th April we held another working be to cover the cricket pitch area and sow new lawn on the western side of the admin block where the convent once stood. It's these simple things where teamwork combines with a bit of fun as a group of parents that all helps in improving the aesthetics of our school.

3) The Council organised several fundraising activities this year including two drumMuster campaigns, carparking for the Lockhart Picnic Races and catering at the Lockhart Show once again. Our school was also given the opportunity to cater for Lockhart Shire Council for the opening of the water tower art work and hall of fame walk which was a small financial bonus for our school this year.

This fundraising money is put towards a variety of projects each year including repairs and maintenance around our school, including maintenance on the lawn mower and watering system. Whilst these are smaller projects, they are still essential to keep our school in order and safe for the staff and students. As a School Council, we also made a commitment to the Catholic Education Diocese of Wagga last year that we would assist the school in generating funds to strategically replace our computer technology as a directed ongoing plan.

We are also working hard towards a much larger project in the constructing a COLA for our school. While there has been much discussion around this project, I apologise in advance it is taking some time to achieve. It is not a simple process and it will be an expensive one. I hope that everyone can remain patient with our progress on this. We know it will have a big impact on our school both



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aesthetically and financially, and these are decisions we are not taking lightly by the School Council.

Whilst it's the council's role to seek out and organise these fundraisers, the success of them comes down to the volunteer help of our parents and carers. Thank you for the time parents and carers have given this year to not only these activities, but also to helping to make our school look great by being on the grounds roster.

Thank you to all our staff both full time and casual. They are a wonderful asset to our school. The way they conduct themselves and lead by example around the school really is so comforting to families involved in the school.

I would like to thank our bus drivers. A high percentage of our students catch buses to and from school and I think their value is often underestimated. Thank you for transporting our children to and from school safely each day.

I would like to wish our departing Year 6 student's good luck as they transition into High School. I have felt so proud of the leadership they have all shown around the school, especially over the past twelve months. They are an amazing group of young people and they should feel very proud of themselves.

To the families who have finished their time at St Joseph's, thank you for the contributions they have made over your years at our school. These families are: Andrew and Melissa Rockliff Jane Collins Maryanne and Brad Chant Trent and Regina Gooden I would like to thank Andrew Rockliff and Trent Gooden for their time as School Council representatives. They are two of many people who have helped shape the way our school is today. We also say farewell to Damien and Carissa Schneider as their family moves to Culcairn in the new year!

I have observed a number of highlights in and around the school over the course 2018: -

Firstly, I have received such positive feedback of the terrific support our teachers have demonstrated throughout the year both within school time and outside of school hours as well. Thank you for attending those special celebrations and sacraments held at St Mary's next door as well attending events like footy on the weekends, the Paul Kelly Cup final in Wagga, and the



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Lockhart Show. What a great example this is for our children to see their teachers interacting with the community.

Several of our teachers both full time and part time live locally which is great to see. Not only are we lucky to have them working at our school, but they and their families are also out and about in our community contributing in other areas.

On 28th February this year, another notable win was when Mrs Smith asked our local metal work artist, Andrew Whitehead to come into the school and teach them how to turn scrap metal into art. Inspired and practical learning from our local festival, The Spirit of the Land. Senior Citizens Day on 12th April drew a big crowd to the school along with plenty of parental support to watch all classes put on short performances. The Year 5/6 class acted out a very moving poem written by one of the students about civilian life during WWI. A skit which was commended by many who were present. We even held our very first Father's Day/Carers Breakfast which the boys enjoyed as they joined in with games and classroom activities after a bbq breakfast.

A standout highlight for our school during the year in my opinion was in fact a sporting event. Students from Year 4/5 & 6 participated in the Aussie Rules Competition, the Paul Kelly Cup. After winning the Culcairn leg of the competition early in May, our school progressed to the next stage of the competition where 550 kids (both boys and girls) played at Jubilee Park against the Wagga schools. Our St Joey's team finished that day on top of their pool and earned the right to represent our school in the Grand Final of the Paul Kelly Cup which was held at Robertson oval in Wagga on 30th May against the very strong South Wagga Public, who's team was made up of mostly Year 6 students.

The two teams played as one of the curtain raisers to the prestigious Carol Cup. St Joey's had never come this far in the competition and it was South Wagga Public's 5th appearance in the Grand Final since 2006. It was a big deal for them; a true David and Goliath battle. Mr Forsyth as their coach, under lights, electronic scoreboard, freezing cold and a big crowd building as the lights took effect. The crowd watching our game moved closer to the action as the game was played on a smaller field. Mum's and Dad's, Grandparents, Aunties and



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Uncles, brothers and sisters, family friends and a number of ex-students (including most of last year's Year 6 class, some of which had travelled across

from Leeton) and teachers (some even travelling from Lockhart) were all there to cheer our school on. Whilst we didn't win the match, the result was irrelevant.

The way the team gave their all and encouraged one another, the sportsman's ship shown by our kids, the support shown by everyone who came along, and the way Mr Forsyth spoke to and encouraged his team was fantastic. The support shown by our teachers who made the effort to attend outside school hours to support their colleague in Mr Forsyth all made for a great win for our school. Most importantly, the greatest compliment came from comments made by the parents of the South Wagga team who commended us on the way we all conducted ourselves on the night and how many of us had travelled to cheer the team on. Thank you to everyone who attended that night. I think unknowingly, they might have taught us all something important about what makes a successful school community.

Finally, to all the students that attend St Joseph's school. They are the reason staff, parents and carers all try so hard to make this school a better place. They motivate and inspire us all.

On behalf of St Joseph's School Council, I wish everyone a Happy and Holy Christmas for 2019 and I am looking forward to another fulfilling year at St Joseph's next year.

Heidi Gooden – St Joseph's School Council Chairman 2018



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Message from the Student Body

This year we have been given all sorts of opportunities as St Joseph's School Captains. Taking part in Remembrance Day, Anzac Day, reading our Michael McCormack writing pieces, laying a wreath and representing the school at the Tercentenary Mass for three hundred years of the Presentation Sisters were some of these great experiences. I enjoyed thanking the school visitors as well as other helpers out of school, while Charlotte enjoyed all of these opportunities and feels as though it has helped her to become far more confident with her public speaking.

As we have learnt though, being school captain wasn't just about that, it was about doing your best to be a good leader. One of the highlights for us both was not one single moment but simply just having all the little kids looking up to us and taking pride in the fact that we were a role model for others. We thought was really cool to be setting the example for them as we both remember feeling the same about our previous captains in the lower years.

We would like to thank all the staff at St. Joseph's for making our last year at Joey's so enjoyable. We have a lot of fond memories from this year and would like to wish the 2019 school captains Jack Douglas and Halle Brown all the best for next year. We hope that they take away as much from their experience as we have from ours.

Charlotte Fox and William Marsh

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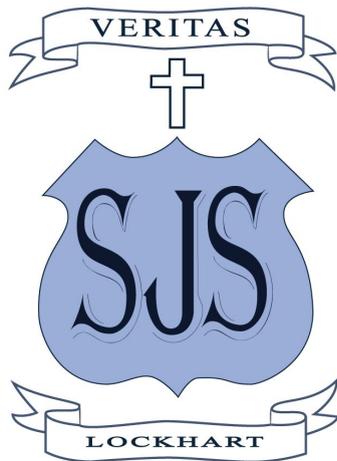
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Section 2 : School Features/Context

St Joseph's School, Lockhart is a rural school of 75 students located in the Riverina district of New South Wales. The school provides a comprehensive educational program for all students based on the outcomes identified by NESA and the NSW Syllabus documents for the Australian Curriculum.

In 2008, St Joseph's celebrated 100 years of Catholic education at our school, which was begun in 1908 by four Presentation Sisters. The school is proud to carry on their tradition and strives to inspire and motivate each child towards achieving their full potential through Jesus Christ's love.

The school Principal and staff are assisted by St Mary's Parish and a School Council who support the mission of Catholic education at St Joseph's.



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Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE	Indigenous	Total
44	31	0*	0	75

*Language background other than English

1. Enrolment Policy

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

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

St. Joseph's School LOCKHART - Enrolment and Attendance Policy & Procedures

St Joseph's Primary School Lockhart maintains a register of enrolments. This information is stored electronically in SAS. Files are hard copy printed and stored in the administration files by the secretary. Individual personal and private information is located in student files in a filing cabinet in the Principal's office. Both hard copy and electronic files include names, contact details of address and telephone, including emergency contact details, date of enrolment and exit date and destination (if known). A quick reference hard copy of all students contact details is accessible in the secretary's office for emergency use. This is updated periodically across the whole school population at least once a



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year and more often as required. Electronic files are backed up daily onto the server.

An application form is provided to the parents or legal guardians for the completion of required enrolment information, including any special needs. The form in use is supplied by CEDWW, with the addition of School Crest and cover

adjustments. An interview may be arranged with the principal. Upon receipt of this information and the appropriate documentation such as birth certificate, Baptismal Certificate (if applicable) and Immunisation Certificate and the offering of a place at the school is accepted, the new student is entered into the system.

Where enrolment may incur special requirements due to special needs of any nature, then CEDWW's policy and procedures "Ascertainment Policy and Procedures" is enacted.

Enrolment of a child indicates parental/guardian acceptance of St Joseph's discipline and behavior code, acknowledgement of maintaining a respectful and co-operative relationship by the family with the school and willingness to meet fee payment in a timely manner. Failure to meet of any of these requirements may lead to a child's enrolment being cancelled.

Daily attendance of new and existing enrolled students is recorded in hard copy daily registers by classroom teachers. These are collected on a weekly basis, checked, electronically scanned, and stored in the backup administration files of the school. This occurs each week. These backup files are kept in a separate school building to the server.

When a student exits the school permanently for any reason, details are recorded for use by staff, the school to where the student will be presenting for enrolment and the Dept. Education's Home-School Liaison Officer if required. Transition to Year 7 takes place during Term 4.

In the case of students whose attendance is causing concern for any reason, including unexplained absences, parents are contacted in writing, by telephone or in person. A discussion may be arranged to provide not only a resolution to



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the situation, but a plan to improve attendance offering student welfare and pastoral care facilities if appropriate.

The parents and school community are reminded of their obligation with regard to regular attendance and absence notification at least annually in the weekly newsletter, at Parent Information Evenings and Enrolment Orientation meetings.

The register of Enrolments and Attendances is maintained at least for seven years and placed in archives following ten years duration.

1. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

2. Student Attendance and Retention Rates

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

The average student attendance rate for 2018 was 93%.

Regular attendance at school is essential if students are to maximise their potential. St Joseph's 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.



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St Joseph's 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 St Joseph's School community;
- maintaining accurate records of student attendance;
- recognising 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 Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.



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Section 4: Staffing Profile

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

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



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Teacher Standards

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

Teacher Qualification		Number of Teachers
A	Those having formal qualifications from a recognised higher education institution or equivalent	10
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
10	3	13

*This number includes full-time teachers and 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 Catholic Education - Diocese of Wagga Wagga.

In 2018, staff have undergone professional development in various curriculum based areas including;

- Educational Leadership with Brendan Spillane
- Theology studies
- Religious Education network meetings
- Presentation Schools' celebrations
- Targeting Maths ongoing professional development
- Extending Mathematical Understanding (EMU)
- Reading Recovery Training
- Compliance workshops in CPR and Child Protection
- Curriculum review in English and Religious Education
- Early Years and K-6 curriculum days
- System Orientation
- Staff Wellbeing Toolkit
- Annual Improvement Plan PD
- Digital Pedagogy Leadership days
- IT Promethean training day
- ASPA Music
- Quick smart maths training
- NESAs network days

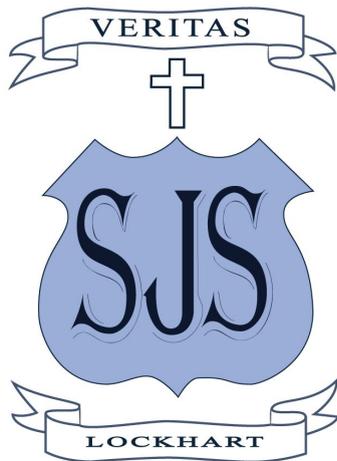
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- Library cataloging training
- Mentor coaching
- Learning Support meetings
- 'Words Their Way' word study program



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Section 5: Catholic Life and Religious Education

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

Catholic Heritage

St. Joseph's School, Lockhart opened its doors to enroll sixteen boys and twelve girls on the 3rd February, 1908. It was the day after the arrival of the Presentation Sisters from the Mother House, Mt. Erin, Wagga Wagga. Mother M. Michael, Sisters M. Josephine, Philomena and Gerard composed the first community. By the end of 1908 there were fifty-one pupils enrolled.

St Joseph's School today continues the tradition of the Catholic School begun by these Presentation Sisters over 100 years ago as we 'inspire and motivate each child towards achieving their full potential through Jesus Christ's love.' (Vision Statement 2009) In 2016, the school continued its Faithstory by adding a display cabinet to the newly refurbished administration building and this now houses many of the things that are important to the heritage and charism of the school and is on display for all to see as they enter our foyer.

The school works in close rapport with St Mary's Parish of Lockhart and the Parish Community. The school and parish mutually support each other for the benefit of all.

Liturgical Life of St Joseph's School

Prayer is an important part of daily life at St Joseph's. Students and staff gather at assembly to begin each day with prayer and each class has their own prayer schedule as they enter and leave the classroom.

School Masses are held regularly with each class taking responsibility for the preparation of a Mass. Special feast days, such as the Feast of Mary MacKillop and Presentation Day are also celebrated through prayer, Mass or liturgies. The sacraments are celebrated in the following years:



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Reconciliation – Year 3

Eucharist – Year 3

Confirmation – Year 5/6 on a bi-annual basis. This is conferred by the Bishop or Parish Priest on a date set by the Bishop's Office. Instruction for the Sacraments is school based and children from other schools are welcome to attend our classes.

Staff and Student Faith Formation

Being a Presentation school, St Joseph's puts great emphasis on the Presentation charism and continuing this tradition and faith story through the school.

We believe that the principal reason for the existence of our school is to provide faith development to the parish school community, while encouraging excellence in academic learning. Religious Education is therefore, an integral part of the life of the school. Aside from being taught as a particular subject, its values and beliefs permeate every other aspect of school life- staff and student relations, other Key Learning Areas and the day-to-day operation of the school. There is a minimum of two and a half hours spent each week on Religious Education as well as daily prayer, liturgies and hymn practice.

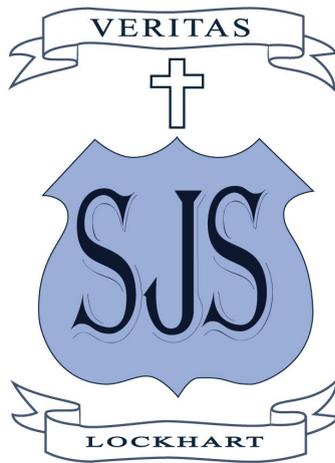
As part of the celebration of our Catholic identity, we hosted St Francis Xavier School, Urana during Catholic Schools Week. The theme for 2018 was 'We Are Greater Together' and our activities for the day included Mass, activities based around this year's theme and a shared lunch.

Social Justice

St Joseph's Lockhart supports Catholic Missions and Caritas each year to encourage stewardship and care for others. Once again the students excelled themselves and it was a credit to the students and their families.

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Regular class visits to the elderly at Woodhaven, participation in commemorative services and environmental workshops also encourage care for others and for the world we live in.

The school also implements the 'Making Jesus Real' ideals which challenge the students to become responsible for their own growth as a person and develop a good attitude towards the things that they encounter in life.

Visitors to our school included Starrs Productions who visit each year with their collection of plays around the theme of bullying.

Professional Learning in Catholic Life and Mission

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

All staff members who teach religion are expected to be accredited in the teaching of Religious Education or working towards this accreditation. Staff are also given the opportunity for professional learning in RE, through spirituality days and retreats.

The Religious Education Coordinator attends regular meetings and reports on these to the staff. Opportunities are given to all staff members at staff meetings to discuss Religious Education. One staff meeting per term is dedicated to Religious Education.



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Section 6: Curriculum

St Joseph's School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

Primacy is given to English and Mathematics within the School Curriculum Plan, along with an appropriate balance across the remaining KLAs.

We have a passionate belief that engagement with a framework for learning builds community, capacity, connection, collaboration and community.

We believe that a community of learners creates Community, sharing common values, attitudes, interests and goals.

Therefore, we commit to:

- being a vibrant Catholic identity
- being a learner-centred and inclusive school
- valuing relationships, ethical practices and community celebrations
- promoting individual and collective responsibility, performance and leadership

We believe that a community of learners develops Capacity which refines sustainable skills for learning.

Therefore, we commit to:

- participating in ongoing reflection for sustained change, improvement and accountability
- ensuring a balanced focus on expanded student potential in all areas
- involving students in flexible and negotiated learning
- creating opportunities to manage success, disappointment and challenge



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We believe that a community of learners makes Connection through forming relationships.

Therefore, we commit to:

- effective communication within and beyond the classroom
- provision for application of past knowledge into new situations
- dynamic relationships between learning and life experience
- mutually beneficial partnerships with parents and the wider community

We believe that a community of learners builds Collaboration by working together to achieve a common goal of learning growth and wellbeing.

Therefore, we commit to:

- creating an environment that supports and challenges learning growth
- fostering purposeful relationships with students and colleagues
- the use of skilful conversation and reflection
- treating ourselves and others with respect

We believe that a community of learners delivers a Curriculum, which inspires, informs and engages students in their learning.

Therefore, we commit to:

- fostering learning that leads to deep understanding
- explicit teaching of skills and content
- providing integrated assessment, evaluation and reflection
- maintaining an appropriately resourced learning environment

All KLA learning and teaching curriculum areas will be reviewed in accordance with the CEDWW Curriculum Review cycle.



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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists St Joseph’s 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. St Joseph’s School results shown are compared to students nationally.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	20	10	70	70	10
Band 5	40	80	20		40
Band 4	20	10	10	30	50
Band 3	20	0	0	0	0
Band 2	0	0	0	0	0
Band 1	0	0	0	0	0

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	14		14	14	14
Band 7	14	14	28		28
Band 6	28	28	14	56	28
Band 5	14	56	14	14	28
Band 4	14	0	28	14	0
Band 3	14	0	0	0	



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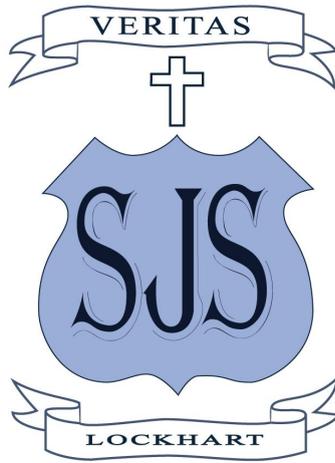
Section 8: Pastoral Care and Well Being

Well Being

St Joseph's School is committed to providing a safe, secure and stimulating environment conducive to learning. This is characterised by endorsing the gospel values of justice, inclusion, reconciliation, respect, truth and honesty. A safe and secure environment is developed when all members of the school community respect an individual's rights and freedoms, responsibilities and duties, as well as responding to the needs of students, staff and community. The Wellbeing Policy of St Joseph's School asserts that students have a right to a safe environment at school and that inappropriate behaviour will not be tolerated. Clearly defined steps will be taken to protect students in a safe, healthy and friendly environment.

Discipline Policy

It is the policy of St Joseph's School to offer all students an education of the highest quality and to assist each student to develop fully as an individual, as a member of our Catholic School and also the wider community. To this end, teachers encourage a learning and teaching environment where there is appropriate management to ensure purposeful learning. Our 'Wellbeing Policy' observes the right of every child to feel safe, to learn and to be treated respectfully. In acknowledging these rights, the children have the responsibility to keep themselves and others safe, to learn to the best of their ability and let others do the same and the responsibility to treat others with respect. This school policy on student management is understood and adhered to by teachers and students.



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Anti Bullying Policy

Students and staff have the right to expect that they will be free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form. Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Any inappropriate behaviour which prevents or limits teaching and learning in schools and interferes with the wellbeing of students is not accepted.

Initiatives Promoting Respect and Responsibility

St Joseph's School is committed to preparing young people for tomorrow's world by providing an education which is harmonious with the values of the Gospels and the teachings of the Catholic Church. The school's Vision and Mission statement is based on respect for others and the children taking personal responsibility for their actions.

In putting these values into action, the school participated in community based events such as Senior Citizens Week, ANZAC Day, the Lockhart Show and Remembrance Day as well as activities based on being more aware of those in need such as an environmental workshops and Mission Day.

The Life Education program is highly valued and supported at St Joseph's, promoting nutrition, active lifestyle, communication, problem solving, personal health choices and growth development. In keeping our students safe, the school also participated once again in our annual intensive swimming program in which all students benefitted from the life-saving skills being taught.

Student leadership is encouraged at St Joseph's through the Student Council. This forum provides an opportunity for students to propose, discuss and present ideas, suggestions and requests to the appropriate adult group of staff, school council or parish council. The school also holds elections each year for school captains and sports captains.



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The school's 'buddy system' supports new enrollees, especially Kindergarten students. There is also an Orientation Day to support the children who are enrolling at our school. The school's transition program was continued this year, where the new Kindergarten children for 2019 spent one morning per week in the Kinder classroom for half of Term 4.

In the 'Self and Relationships' units of the PDHPE program, the students have been involved in ongoing experiences about interpersonal relationships, growth and development. In addition to this, each class, at the beginning of the school year, establishes 'Norms of Behaviour' to promote respect and responsibility in the classroom and these are reviewed regularly.

The Year 6 students travelled to Wagga Wagga for a leadership conference this year. From this, they have used some of the skills and ideas that they explored at this conference to begin 'Joey's Look Back'. This year, the students produced this in both a hard copy and podcast form.

The students at the school were also able to benefit from programs which encourage them to be responsible in the community. This included a visit from the Responsible Pet Education program and a Landcare visit to Galore Hill.

Our school also made an instrumental program available to students from Years 3-6 in 2018. This involved these students having half hour lessons each week with a tutor, either by videoconference or in person. This resulted in the formation of our school band. They travelled to Borambola to participate in a band camp with bands from other schools. They also performed at our end-of-year Presentation Night.

Once again in 2018, St Joseph's School held the 'J Factor', a student-organised concert displaying some of the many talents across the school. The school celebrated Book Week with a book character parade and adding to our artistic perspective for 2018 was participation in the ASPA music workshops with other schools across the Diocese and a 'Musica Viva' concert.



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On the sporting field, students represented St Joseph's at school, Deanery, Diocesan and MacKillop levels and students also participated in football, netball and touch football carnivals. There were also individual trials for netball, cricket (both boys and girls) and football.

Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. St Joseph's School complies with this policy. The implementation of this policy is monitored by Catholic Education Diocese of Wagga Wagga.

Workplace Health and Safety

St Joseph's implements and complies 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 Catholic Education-Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

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



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Section 9: School Review and Improvement

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

St Joseph's School AIP for 2018 is available here:

https://docs.google.com/document/d/11xEaNvhaA8NAu2k4Ef_SPbDuyyWxvMdvZ6ckpWqHn-8/edit



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Annual Plan 2018

St Joseph's School Lockhart

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)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .
Increase staff understanding of Missionary Discipleship so that all staff know, believe and can clearly articulate that Catholic Education is at the service of God's Mission.	Developing school community understanding around missionary discipleship. Deepen staff understanding of their 'missionary discipleship' role by participating in spirituality days and syllabus training	RE network meetings Termly staff meetings - what is missionary discipleship? Opportunities for deepening of faith understanding of staff and students Sr Anne will lead the teaching staff through PD in utilising 'Sharing Our Story' as our primary RE resource	CSO REC Staff REC CSO Sr Anne (Term 1)	Direction from REC network meetings in 2018 Termly Staff meetings and staff meeting focused introductions	Reflections and feedback from Spirituality Day were very positive Curriculum Review of RE was very successful with no requirements needed Feedback from staff and students very positive and obvious evidence in classrooms and programs
Improvement of quality teacher practice to improve student outcomes in numeracy and literacy	All students will be plotted on the literacy and numeracy progressions by the end of Term 1 All teaching staff will show evidence of at least one teacher observation and follow up conversation each term All teaching staff will show evidence of at least one learning conversation per student per term	Participation as a trial school in the use of literacy and numeracy progressions for assessment Implement 'Words Their Way' spelling program Extend Targeted Maths teacher into the Stage 2 classroom to assist in the transition from Stage 1 Implementation of balanced maths session from Lit/Num framework Teacher observation and follow-up conversations Teacher student learning conversations Staff meeting time to monitor implementation and process. Completion of the Australian Teacher Performance and Development Framework modules Additional Needs teacher will provide feedback and support to teachers to differentiate their teaching and assist in meeting student needs	Targeted Teacher Teaching staff Additional Needs teacher	Literacy Numeracy progressions / PD PAT testing MAI assessment Literacy and Numeracy Framework K-10 Brendan Spillane PD Australian Teacher Growth and Development Framework Words Their Way spelling PD and program CSO Funding Staff meeting allocation time Teacher observation and student learning conversation time AITSL site - modules on Reflection and goal setting, Professional practice and learning	Use progression plotting to analyse student growth and therefore improved teacher practice - data entered in Terms 1 and 4. Teacher observation/ student learning conversations and follow up proformas were completed by all teachers with follow-up discussion



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Priority Key Improvements for 2019

St Joseph's school AIP for 2019 is available here

https://docs.google.com/document/d/1OetnFdf_EQaww8PdI5OfHVGZth0M7S4nlgQoiJCHDwl/edit

Annual Plan 2019 St Joseph's Primary School, Lockhart

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	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)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
Priority Area: Capacity Building A highly skilled System workforce focused on improving outcomes for all students. 2.5.2, 3.3.2	Students achieving at least 1 year's growth using the EMU Growth Points	Engage with the EMU Mathematics Assessment Interview Ongoing implementation of the Targeted Mathematics Initiative with a focus on individual teacher growth and further challenge to Kindergarten and Years 4-6 in counting	TMT Classroom Teachers Principal	TMI Resources	Ongoing monitoring by Monash University TMT surveys and reflections NAPLAN results
Priority Area: Effective Feedback Embedded schoolwide processes of effective feedback enabled by comprehensive data analysis. 3.6.2, 5.2.2	Evidence of an average of 100 teacher observations with follow-up per term (may be live or recorded) Time allocation for teachers to provide feedback to students and training for students to deliver peer feedback	Teacher peer observations and follow-up conversations Teachers program for ongoing formative and summative data gathering and effective feedback with students. Teachers mentor students in the delivery of effective peer feedback	Teaching staff Teaching staff	Time allocation CEDWW PL modules Lyn Sharratt	Observations to be shared at staff meetings with evidence of improved teacher practice. Staff meetings to collaborate on student progress
Priority Area: Staff/Student Wellbeing Extensive monitoring of student and staff wellbeing 4.4.2	Improved student and staff mental health and wellbeing such as resilience, optimism and coping skills.	Implement Kidsmatter resources across school community and draw on Staff Wellbeing Toolkit	IDL Principal Staff	CEDWW Centacare counsellor IDL Kidsmatter resources	Weekly check-ins at staff meetings and termly staff meetings with IDL to monitor all aspects of wellbeing

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Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at St Joseph's School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2018, St Joseph's has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

The following indicators have been a valuable gauge for determining this level of satisfaction that the community has with our school.

St Joseph's School Council comprises parent representatives, the Parish Priest and the Principal. They meet monthly to provide support to the Principal on matters of policy relating to the wellbeing and direction of the School and support the organisation of the school through promotion, fundraising and budgeting.

The school has a very high degree of parental involvement in many capacities which is very supportive and encouraging. This is obvious through working bees, fundraising activities, catering, attendance at school functions and assistance in a variety of other areas. Communication between home and school is essential and actively encouraged.

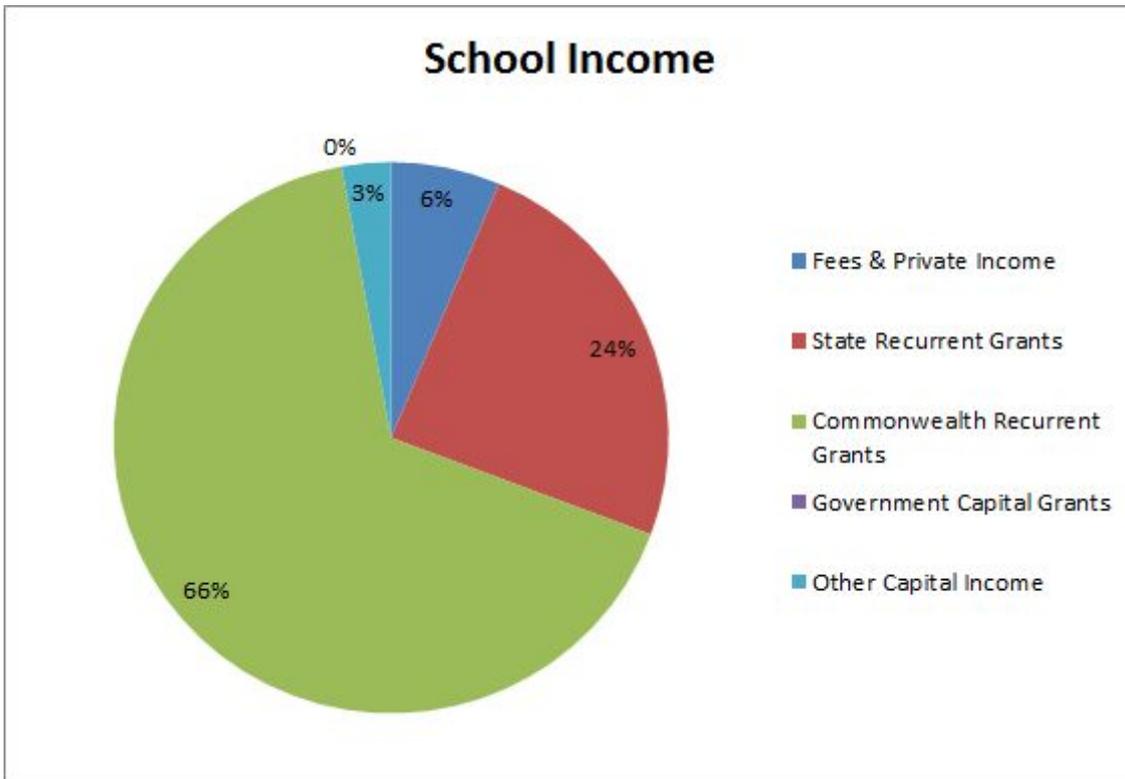
Staff meet weekly for both professional development opportunities as well as housekeeping needs. This time allows for collaboration, planning and working together as a team.

Self-assessment, student surveys and learning conversations are carried out in various forms over the year to determine students' interactions, perceptions, understandings and needs.



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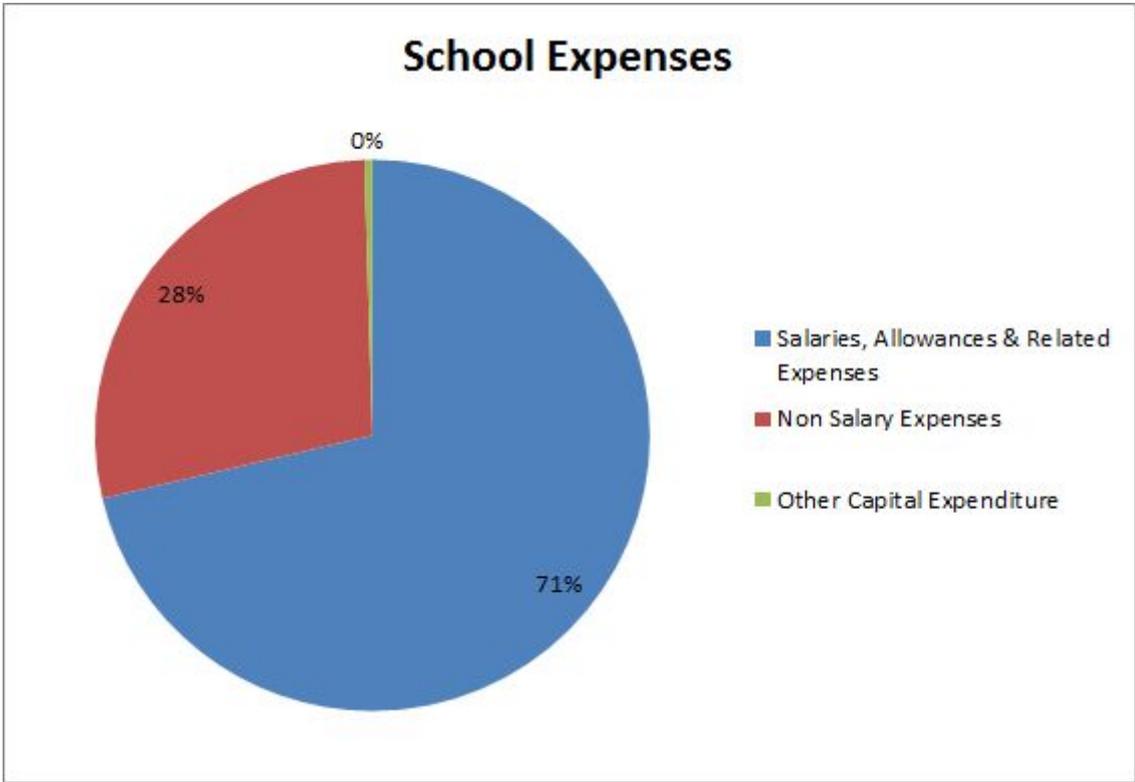


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