

2024 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL, JERILDERIE



About this Report

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

St Joseph's Catholic Primary 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, Wagga Wagga and in so doing, acknowledges that St Joseph's Catholic Primary, Jerilderie 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 Catholic Primary newsletters and other forms of communication. Further information about St Joseph's Catholic Primary may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

St Joseph's Catholic Primary, Jerilderie, is a welcoming, inclusive school where staff, parents and our Parish provide the children with a learning environment that caters for individual needs, ensuring each child develops holistically in God's image.

At St Joseph's, we believe that the early years of education play a crucial role in shaping a child's attitude toward lifelong learning. By fostering positive relationships, empowering children to take ownership of their learning, and creating an environment filled with high expectations and engaging opportunities, we aim to lay a strong foundation for their future success.

At St Joseph's, we believe in a learning approach centered around problem-solving and practical implementation, ensuring that creative and critical thinking remains a key part of the curriculum in 2024. We strive to create learning environments that encourage collaboration among students, helping them develop social skills and a growth mindset. Setting goals with students and providing time for reflection are essential components of our continuous improvement process. The school places great value on addressing the individual needs of each learner, differentiating tasks to challenge and support them. We offer intensive extension and small group sessions to support and enrich the learning where appropriate. Students requiring more tailored enrichment participated in the Maths Games

program and Genius Hour Projects. Extra support was offered to academically vulnerable students in the form of Mini Lit, Spelling Mastery, Extending Mathematical Understanding (EMU) groups and Centre for Effective reading programs. Royal Far West supported students requiring Speech and Occupational Therapy intervention and Centacare supported our school with the provision of our School Counsellor Emma Sorgdrager.

St Joseph's teachers participated in ongoing professional development throughout the year and engaged in Collaborative Coaching Sessions to set learning goals and explore new strategies to apply in the classroom. Our Maths Focus Teacher and Literacy Instructional Coach continued to work collaboratively with the teachers to build teacher capacity in Mathematics and English. We are continuing to build a collaborative culture to support student and teacher learning with a focus on results, improving practice and driving continuous improvement. We are proud to share that this work is yielding strong outcomes, with our students achieving outstanding results in the 2024 NAPLAN assessments. Among the 26 primary schools within the Catholic Diocese of Wagga Wagga, St Joseph's students ranked:

- 1st in Year 3 Numeracy
- 1st in Year 5 Numeracy
- 1st in Year 3 Grammar and Punctuation
- 1st in Year 5 Grammar and Punctuation
- 2nd in Year 3 Writing
- 2nd in Year 5 Reading
- 3rd in Year 3 Spelling

The faith life of students and their families was nurtured through prayer opportunities, the introduction of Family Masses, as well as liturgies and the Sacraments of Confirmation. Our daily formal lessons lead to a greater understanding of the mission of Jesus and the Catholic traditions. At the end of 2024, our Parish Priest Cyprian Onuorah completed his appointment with our Parish. We thank Father Cyprian for his spiritual guidance and involvement in our school, including celebrating masses with us. We have valued his input into the education and faith development of our students.

The 2024 academic year was also marked by significant developments in Religious Education. We successfully implemented the pillars of Welcome and Service from the Diocese of Wagga Wagga Catholic Education Charter. The "Sharing Our Story" program was reviewed and revised to ensure its relevance and effectiveness. We engaged with the pedagogy of Awe and Wonder, starting on the journey of transforming our classrooms into spaces of spiritual wonder. Through professional development days and collaborative work with CEDWW staff, we have equipped our staff with the knowledge and skills to deliver engaging and inspiring Religious Education lessons. As we move forward into 2025, we will continue to build upon these foundations, further integrating the Education Charter, deepening our understanding of Awe and Wonder, and providing our students with a rich and meaningful Catholic education.

St Joseph's Catholic Primary, Jerilderie offers a safe and supportive learning environment where all students continue to thrive. This year we continued our journey with the Resilience Project and implemented Stage 2 of the Positive Behaviours for Learning program. Both of these initiatives have led to a positive and inclusive school culture where each and every student feels valued, supported and ready to learn. We look forward to continuing our journey with these programs in 2025.

We are privileged to be a part of a school with devoted teachers and support staff. We thank each staff member for their passion, dedication and commitment to ensuring our students are the best learners that they can be. They make St Joseph's the warm, welcoming and happy place that it is today.

Rebecca Billing
Principal

Message from the Parent Body

This year has been another eventful and rewarding year for our school community. The School Advisory Council would like to extend a sincere thank you to the fundraising committee, and all parents, family members and friends who have supported our school throughout the year. From helping with catering, selling raffle tickets, attending working bees, and covering shifts at events, it is all so appreciated.

Our fundraising activities for 2024 included another hugely successful Fun Fair, a fabulous Debutante Ball, catering for several private events, assisting at the BnS, several raffles, a school disco, and our mothers day and fathers day stalls.

These fundraising activities have allowed us to again contribute to our children's educational experiences throughout the year. In 2024, fundraising allocations allowed the following events and resources to be paid for or subsidised:

- 2 terms of music lessons
- 2 terms of coding lessons
- Subsidising the 3-6 Borambola Excursion, the K/1/2 sleepover and the 5/6 Fun Day.
- Purchasing literacy resources including Decodable and Mentor Texts
- Farewell gifts for families and staff

We would like to extend our thanks to all the teachers and support staff for their unwavering commitment and service to our school and community. In 2024 we sadly farewelled two of our much loved teachers, Miss Katie Jane O'Brien and Mrs Lorna Koschel. We also farewelled the Beckett/Anderson Family and the Laughton Family and thank them for their years of service to St Joseph's.

Steph Girdwood

School Advisory Council President

Message from the Student Body

We kicked off Term 1 with the exciting swimming carnival, where a large crowd gathered to cheer on their house teams, Benedicta and Madeline. We also introduced our wellbeing dog, Waffle, who quickly became a favorite for being cute, cuddly, and fluffy! To wrap up the term, we celebrated the Athletics Carnival, with Benedicta proudly taking home the win.

Term 2 was full of action! Students in Years 3, 4, 5, and 6 participated in the Lions Club Speeches, while others competed in the Deanery Athletics Carnival and Cross Country events against Finley and Tocumwal. We also took a trip to visit our good friends in Finley. Our Mothers' Day breakfast was another highlight of the term. The Year 5/6 students traveled to Deniliquin for the Paul Kelly Cup, where they teamed up with Finley for a footy match. The boys' team won the grand final, while the girls' team showed their support for the boys as they played against Henty. The Year 3 boys from Years 5 and 6 also attended the PSSA footy trials, and the Year 4/5/6 girls dominated in the Grand Final, emerging victorious!

When Term 3 arrived, excitement was in the air as we had the Book Fair, the Diocesan Carnival in Albury, and the Kindergarten students celebrated their 100 days of school! We also celebrated Father's Day with a barbecue and a footy match.

In Term 4, to finish the year, we kicked things off with the Extravaganza, Confirmation, and Year 6 Penguin Speeches. The Extravaganza was a spectacular event, with everyone performing amazingly through singing and dancing. The Confirmation ceremony was well-attended, with a full crowd of students, parents, and sponsors, making it a memorable evening for the Year 5/6 students. The Year 6 students also had a fantastic time with the Penguin Public Speaking event.

Overall, St. Joseph's has had an incredible year, and the Year 6 students are truly grateful for the education and support we've received from our school and teachers.

Lexie Bryce and Tony Gurcillio

Co-Captains of St. Joseph's 2024

Section 2: School Features/Context

Jerilderie is one of three towns within the Murrumbidgee Shire. The main employers within the town are the Murrumbidgee Council and local medical services. The farming community, which surrounds the town, conducts cropping and rearing of livestock. The town has a very active community that, despite several drought years and Covid, is able to support several sporting clubs and numerous other recreational activities.

St Joseph's Catholic Primary, Jerilderie is a proud, rural Catholic school with 45 enrolments. It is located in the Southern Riverina. The school has a rich history beginning in 1898 when a one-room school was built on the current site in Coreen Street. During its history, enrolments ranged from mid thirties to the high eighties. Students come from predominantly farming backgrounds within a 40km radius of the Jerilderie town centre. In 2024, there were four classes: Kindergarten, 1/2, 3/4 and 5/6. The classes were supported by four classroom teachers, an Inclusion and Diverse Learning Teacher, a Maths Focus Teacher, Literacy Instructional Coach and Teacher Assistants. The parish priest, Father Cyprian conducted masses throughout the year and supported the children through the Sacramental Program.

St Joseph's Catholic Primary, Jerilderie is one of 24 Primary Schools and five Secondary Schools in the Diocese of Wagga Wagga. It is a co-educational primary school providing opportunities for children from Kindergarten to Year 6. St Joseph's is a parish school supported by the St Joseph's Parish of Jerilderie. The school had many highlights, events and experiences throughout this year both inside and outside the classrooms. This Annual Report is an account of the many areas addressed, attainments made and the achievements of the students, staff and school community

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Indigenous	Total
19	26	5%	7%	45

*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, 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, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	89%
Year 1	92%
Year 2	92%
Year 3	95%
Year 4	93%
Year 5	90%
Year 6	91%

The average student attendance rate for 2024 was 92%.

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 Catholic Primary 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.

Section 4: Staffing Profile

There are a total of 8 teachers and 4 support staff at St Joseph's Jerilderie. This includes 3 full-time and 5 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	7.7%
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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, Wagga Wagga.

2024 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. I

In 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- 3-6 English and Mathematics Syllabus
- English Agreed Practice
- Reading- Mentor Texts and planning units
- Writing- Comparative Judgement Process

- MAI Analysis
- Collaborative Coaching in Numeracy and Writing using the quick win cycle
- Compliance - CPR, Towards a Positive Workplace Culture, Child Protection
- TransFORMATIVE Learning
- Classroom Walks and Talks
- Wonder and Awe - RE Pedagogy
- Co- construction of St Joseph's Staff Expectation Guidelines
- Understanding and using the links between maths outcomes to teach in parallel and embed the Working Mathematically processes.

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

Catholic Heritage

St. Joseph's traces its origins back to 1898 when a one-room school was built on the current site. The school has a rich Catholic history, with the presence of both priests and sisters until 1977, when the Sisters of Mercy were an integral part of the school's development.

Liturgical Life of the School

St. Joseph's Primary School is an integral part of St. Joseph's Parish. Students, staff, and parents typically participate in parish life, school masses, and parish events. Major feast days are recognized through class and school-based activities. The sacraments of Communion and Reconciliation are celebrated throughout the year. This year, Bishop Mark presided over the Sacrament of Confirmation, a significant event in the faith journey of our Year 5 / 6 students. We also extend our thanks to Fr Cyprian for his work within the school and wish him the best on his new journey in 2025.

Staff and Student Faith Formation

Students are actively engaged in Religious Education lessons and various liturgical events. Prayer remains an integral part of each day, and students are encouraged to fully participate in all offered activities. Staff prepared Year 5-6 students for the Sacrament of Confirmation which was celebrated by Bishop Mark Edwards. The school also hosted a Spirituality day, while staff participated in a Faith Development Day run by CEDWW personnel. St. Joseph's staff have devoted considerable effort to the new RE curriculum through Personal Development days and dedicated staff meetings. Additionally, our Religious Education Coordinator benefited from the Spiritus Retreat in Canberra.

Social Justice

St. Joseph's Primary School continued its commitment to various social justice issues in the past year. Social justice initiatives, such as visiting the elderly, supporting younger children, and donating to community groups, instilled a deep sense of compassion and service in our students. Father's Day celebrations honoured fathers and special men in our lives, while Footy Colours Day raised awareness for children with cancer. Catholic Mission Day empowered our students to become leaders and advocate for those in need. Milo Mondays warmed up our mornings and supported the Vinnies Winter Appeal. Finally Grandparents Day brought generations together, celebrating family bonds and creating lasting memories.

Professional Learning in Catholic Life and Mission

The 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

Professional Learning in Religious Education focused on increasing teacher confidence in areas that teachers identified in a data gathering exercise at the end of 2023.

This informed the Annual Improvement Plan and resulted in the following professional learning during 2025.

- Term 1: Introduction to Pedagogy of Wonder and Awe
- Term 1: Reviewing St Joseph's Vision and Mission- Part 1
- Term 2: Reviewing St Joseph's Vision and Mission- Part 2
- Term 3: Pedagogy of Wonder and Awe- Setting up a Sacred Space
- Term 4: Part of the Mass

Section 6: Curriculum

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

At St Joseph's we offer students special focus areas and interventions within the curriculum; these include:

Instructional Leader in Literacy - Focus on writing - The role of the Instructional Teacher is to work with classroom teachers to build capacity in instructional practice, model and implement effective teaching approaches and advance student understanding and achievement in English and Literacy. Central to this approach is the belief that every student can and will learn. This role places student learning at the centre and promotes a culture explicitly focused on learning and achievement. This role supports schools in successfully implementing key literacy practices and pedagogies to improve student achievement and attainment in English and Literacy.

Instructional Leader in Mathematics - Teachers are supported to build their capacity in delivering effective and engaging maths instruction:

- Guided with planning and preparing mathematics programs that reflect key mathematical concepts.
- Use assessment to differentiate and target mathematical learning for all students.
- Deliver mathematics programs in a sequence that builds upon previous learning to deepen students' mathematical understanding and application.
- Students are provided with opportunities to engage in challenging and creative Maths lessons.

Extending Mathematical Understanding (EMU) - Extending Mathematical Understanding (EMU) is a research-based specialist teacher intervention program that has been shown to improve children's knowledge and confidence with mathematics. Selected K-2 and 3-4 students who are shown to be vulnerable in mathematics are offered daily small group instruction with a trained EMU teacher.

Royal Far West - Royal Far West specialises in supporting children's developmental, mental and behavioural health so they can reach their full potential. They provide multidisciplinary health, education and disability services for country children aged up to 12 at the Centre for Country Kids in Manly, via telecare and through community outreach. They work to address service gaps and support the most vulnerable families and communities. Culturally sensitive and community-focused, they are nimble, adaptive and go where the gaps are, to ensure no country child is beyond reach. Royal Far West's multidisciplinary team consists of 90+

paediatric clinicians, including psychiatrists, paediatricians, psychologists, speech pathologists, occupational therapists and other allied health professionals.

Inclusion and Diverse Learning Teacher - The school's Inclusion and Diverse Learning Teacher assists the school community in supporting students with diverse learning needs, collaborating with allied health professionals and working collaboratively with parents to ensure their child's needs are being met.

Aboriginal Support Community Worker - The school Aboriginal Support Community Worker assists with integrating Aboriginal education into the teaching and learning and supporting Aboriginal students and their families. They work closely with the Aboriginal school community, which may involve visiting households as a wellbeing check, assisting with understanding school procedures and being a contact person for the family if needed.

MiniLit and MultiLit - MiniLit and MultiLit are evidence-based, explicit and effective early literacy intervention programs for teaching reading skills to children who are in the bottom 25% of the expected range for their age group. MiniLit is a Tier 2 small group program (up to four students per group) within a Response to Intervention framework. MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of 40 lessons each.

Centre for Effective Reading - The NSW Centre for Effective Reading provides a model in which students who demonstrate low progress following evidence-based classroom teaching will receive additional support through a targeted daily intervention program. Assessment information is used to determine the level of support a student requires. A three tiered system of support is available for students and teachers.

Examples of other opportunities offered to the students include:

- Small group reading program targeted at individual students
- Targeted Mathematics Enrichment Group
- ICAS school competitions
- Indigenous Culture Day (NAIDOC DAY)
- STEM program
- Library Lessons
- Life Education Van
- Catholic Schools Week
- Sporting Schools Program
- Centacare Wellbeing Practitioner
- Music Lessons
- Chess Club
- Technology Club
- Garden Club
- Craft Club

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

NAPLAN 2024 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	8	461.9	410.1
Reading	8	423.3	410.5
Writing	8	463.7	426.7
G&P	8	502.6	418.8
Spelling	8	433.4	411.8
Year 5			
Numeracy	6	574.9	496.7
Reading	6	423.3	410.5
Writing	6	463.7	426.7
G&P	6	502.6	418.8
Spelling	6	433.7	411.8

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](#).

Guided by our faith in Christ's love for all, St Joseph's Catholic Primary, Jerilderie remains committed to fostering the wellbeing of each student. Our school's particular focus this year was Positive Behaviour for Learning (PBL), which fosters a respectful and positive learning environment. This data-driven approach aligns with Catholic teachings on the dignity and worth of every person. It allows us to provide universal support for all students, nurturing their spiritual, emotional, and academic growth. This focus builds upon our existing efforts as a Christ-centred learning community.

2024, saw the introduction of Waffle, our School Wellbeing Dog who joined our students in their classrooms three mornings a week. In 2024, St Joseph's also continued with the implementation of a whole school wellbeing program through The Resilience Project. This program teaches and supports positive mental health in the classroom, staffroom and wider community. The lessons were emotionally engaging, practical and proven to have impact as evidenced by our Student Wellbeing Surveys which saw a 13% increase in the number of students who now identify themselves as engaged and ready to learn. This was followed by a 13% decrease in the number of students who identify themselves as anxious and disengaged learners.

In the spirit of compassion and care, our school also offers various student wellbeing initiatives. These include:

- A Wellbeing Practitioner from Centacare works in the school once a fortnight supporting students and their families
- An Inclusive and Diverse Learning Teacher works with teachers and students to support a variety of needs
- The Principal and leadership team allocate time each week to check in with and support students
- All staff working to create learning communities where respect is shown by all
- Group meetings/conversations to practise desired behaviours
- Positive Behaviours for Learning implemented across the school
- Modelling and explicit teaching of desired behaviours
- Zones of Regulation
- Wellbeing Committee meet three times per term
- Masses/Liturgies
- Buddy System involving Kindergarten classes and Year 6 classes
- Wellbeing Week in Week 7 of each term for staff and students
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support from the parish priest

- Merit Awards and Positive Behaviour for Learning Awards
- Prayer opportunities and prayer intentions
- Norm setting and on-going review in learning communities
- Staff Norms – regularly reviewed
- Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
- Behaviour Management Plans
- School and class programs in place to support wellbeing
- Access to support agencies for school community members, eg. Centacare
- Restorative practices used in the school
- Health Program based on PD Health and PE Syllabus
- Royal Far West Program focusing on speech and occupational therapy
- Teaching of expected behaviours -classroom/playground norms –
- Student Rights and Responsibilities - clear understanding of choices/consequences – children owning language
- Personal Safety – PDHPE
- Adoption and implementation of the CEDWW Anti-Bullying Policy
- Presence of Aboriginal School and Community Worker twice per term
- Advice sought from external professional agencies as necessary.

Discipline Policy

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

See CEDWW Policy [HERE](#).

St Joseph's Catholic Primary, Jerilderie believes that every child maintains the right to learn and play in a safe and happy school environment. The school adopts a school wide Behaviour Management Program based on Positive Behaviours for Learning.

A key to this program is the five baseline expectations which should be seen each and every day. These five expectations are in place at St Joseph's, for all members of the community, in order to promote positive behaviour and include:

- Kind Words, Kind Actions
- Learn and Let Learn
- Be Brave, Be your Best
- Be Thankful
- Be Safe

St Joseph's Catholic Primary, Jerilderie believes that every member of the school community:

- Has the right to a safe and secure environment.
- Has the responsibility to create and maintain a safe and secure environment.

The Positive Behaviour for Learning Policy at St Joseph's aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It aims to maximise opportunities for learning and teaching.

St Joseph's aim is to promote each student's religious, academic, physical and personal development. Behaviour management plays an important part in the shaping of a child and that successful behaviour management needs to be supported by the school, parents and children. We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Norm-setting, and
- The provision brain breaks for students so students can reset and teachers can get on with teaching.

Corporal Punishment will not be used at St Joseph's Catholic Primary, Jerilderie and is not condoned by the school in or out of school hours. St Joseph's does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

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](#).

Students and staff of St Joseph's Catholic Primary, Jerilderie maintain the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is taken seriously and is not acceptable in any form. There are structures set up within the school to reduce and prevent bullying and to equip children with appropriate social skills to counter bullying. Instances where bullying and teasing do occur, are dealt with in a way that provides support for both the victim and the bully, providing a framework to reduce and prevent further bullying. Teachers, students, parents, caregivers and members of the wider school community are responsible for working

together to address bullying. Any inappropriate behaviour that prevents or limits teaching and learning in school and interferes with the wellbeing of students is not accepted. St Joseph's follows the CEDWW Anti Bullying Policy.

Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility are promoted on a daily basis. Our behavioural matrixes were co developed by students, staff and parent community. They are referred to in general conversations and lived by all community members. Strong community involvement, respect and responsibility are encouraged through a variety of activities including:

- Year 6 Leadership Program
- Year 6 and Kindergarten Buddy Program
- Formal recognition of students each week
- Regular class visits by the Principal to affirm and encourage students
- Leadership and sharing at school assemblies
- Positive Behaviours for Learning core values are explicitly taught
- Recognition of performance in the school newsletter, SeeSaw and Facebook
- ANZAC Day March participation
- Visits to the local hospital
- Participation in parish events
- Inviting the community to school for productions
- Engaging in activities with the preschool
- Artwork displays and school performances.

Complaints and Grievances Resolution Policy

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

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

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the 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 students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

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

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2024.

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, Wagga Wagga Annual Improvement Plan.

2024 Annual Improvement Plan [here](#).

Priority Area	Evaluation of Achievement
Evangelisation and Religious Education - Engage with Pedagogy of Wonder and Awe. - Begins the process of reviewing St Joseph's Vision And Mission Statements to ensure alignment with the Charter.	- CEDWW experts worked with staff to familiarise them with the pedagogy of Awe and Wonder. - Revised Religious Education Scope and Sequence. - Professional development days with staff across the South West Deanery. - Theory of Action- Engage, Enact, Embed was used to track curriculum implementation over time. - Twilight meeting with CEDWW expert to develop a new Vision and Mission document that aligns with CEDWW Education Charter. To be continued in 2025.

Priority Area	Evaluation of Achievement
Learning and Teaching Continue to TransFORM student learning by: • Introducing and effectively planning for the implementation of the new Primary 3-6 NSW Curriculum English and Maths Syllabus • Developing consistent practices/expectations across the Literacy block • Making real world connections with Mathematical knowledge.	• Consistent practice is evident in all classrooms and aligns with agreed Literacy norms. • Evidence of student achievement and growth on data walls. Staff referring to this data to inform teaching and learning. • Observations of teachers collaborating and discussing in-depth achievement data and strategies to improve student learning, construct whole school, classroom and individual student goals. • Staff have a thorough understanding of the theoretical underpinnings of the new curriculum. • 3-6 staff programming, planning and assessing using specific aspects of the new 3-6 documents. • Weekly Collaborative Coaching sessions with ITM to support Mathematics. • Mathematical problem solving uses real life connection to community. • Improvement in NAPLAN and PAT results.
Community Engagement Nurture TransFORMATIVE learning by: • actively provide opportunities for student voice so that students know they are valued as part of the school community and that their voice has an impact.	• Students actively participated in the termly SRC meeting. • Student Leadership statements developed. • Improved student wellbeing as evidenced by survey results.
Leadership and Stewardship Nurture TransFORMATIVE learning by: • Developing self and others to build a professional learning community that is focused on the continuous improvement of teaching and learning.	• Regular feedback from Religious Education Coordinator (REC), Instructional Teacher Mathematics (ITM) and Instructional Literacy Teacher (ITL) to the Leadership Team regarding assessment, teacher capacity and review of Annual Improvement Plan. • Staff were provided with additional release from face to face teaching to consult with leaders and one another.

Priority Area	Evaluation of Achievement
	• Observations of positive, open and frequent communication between teachers and leadership was observed. • Teachers tracking and analysing data to inform teaching and learning as students in each cohort progress to the next class. • Staff achieved their individual professional learning goals.

Priority Key Improvements for 2025

2025 Annual Improvement Plan [here](#).

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 Jerilderie.. 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.

At St Joseph's we have a School Advisory Council, which acts as an advisory body with the principal. There are 6 members on this team who meet termly with the principal. From this group, sub committees (eg: fundraising, social, uniform) are formed on a needs basis. Members of these sub committees are also made up of volunteers from the parent body.

Parent Satisfaction

Parents were asked to comment on the aspects of school life they enjoyed. Comments included:

- There are many opportunities for our students in a range of areas including Wellbeing Week, Launch into Learning and Coding lessons.
- St Joseph's is a happy and inviting space.
- There has been an effort to increase communication with effectiveness and efficiency.
- St Joseph's has a positive energy and staff make an effort to support our children.
- The Student Representative Council- giving the kids a voice and responsibility for how their school runs.
- Amazing staff, doing a great job.

- Waffle (Wellbeing Dog) has been a positive addition to the school for students and staff.
- Engaged and dedicated staff, positive learning opportunities, sporting events, variety of activities, community inclusive events, Student Representative Council.
- Inclusivity, everyone feels welcome. Good reputation. Great cohort of teachers. Good communication. Extra learning opportunities for those who need it.
- PBL and teaching of school values, supporting a growth mindset, also well done with NAPLAN scores!!! Oh and of course, intervention/support for students with learning difficulties.
- The recent NAPLAN results demonstrate a positive trend towards more effective learning and teaching.
- Making children feel safe and happy to come to school.
- The teaching of the school values and the focus on positive behaviour.

Student Satisfaction

Following Covid, our school identified a significant negative shift in the mental health and resilience levels of our students. In 2023, St Joseph's Catholic Primary, Jerilderie began The Resilience Project journey. We continued this journey in 2024. As part of this project, students participated in the Resilient Youth of Australia Survey twice throughout the school year.

Beginning of 2024 data:

Resilient Learners High Hope and High Life Satisfaction	Moderately resilient Low Hope & High Life Satisfaction	Moderately resilient High Hope & Low Life Satisfaction	Less Resilient Low Hope & Low Life Satisfaction
67%	21%	4%	8%

End of 2024 data:

Resilient Learners High Hope and High Life Satisfaction	Moderately resilient Low Hope & High Life Satisfaction	Moderately resilient High Hope & Low Life Satisfaction	Less Resilient Low Hope & Low Life Satisfaction
70%	23%	2%	4%

Further to this data since the implementation of The Resilience project in 2023 there has been:

- A 13% increase in the number of students who now identify themselves as engaged and ready to learn.
- A 9% decrease in the number of students who identify themselves as anxious learners.
- A 13% decrease in the number of students who identify themselves as anxious and disengaged learners.

We look forward to continuing our focus on student resilience and satisfaction in the 2025 school year.

Financial Report

