



St Joseph's School Numurkah

2020 Annual Report to the School Community



Registered School Number: 0525

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Minimum Standards Attestation

I, Paul Arnel, attest that St Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

22/03/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Identity and Vision Statements

Our Vision

St Joseph's Numurkah is passionate about education inspired by the vision and ideals of Saint Mary MacKillop.

At St Joseph's we believe

- * "In never seeing a need without doing something about it" (St Mary MacKillop)
- * In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the Gospel Values of Jesus
- * In offering a relevant curriculum that engages all children and challenges them to reach their full potential
- * That our School Community nurtures the development of the whole child
- * Our School is built on respect and an appreciation of individual difference

Because we believe firmly in our Vision Statements we are committed to:

- Celebrating the life and story of Mary MacKillop.

- Celebrating the life and values of Jesus through the Gospel.

- Implementing a challenging, creative, supportive curriculum and approach that caters for all students.

- Providing programs and support that meet the individual needs of all students (social, emotional, educational, psychological, spiritual, physical and behavioural).

- Working to ensure an environment of mutual respect between all school community members.

School Overview

St Joseph's Parish Primary School has served our community for over 125 years after being opened in 1890 by Saint Mary MacKillop. The school has grown and developed in striving to meet the needs of all the students and families that it has served over this time. St Joseph's has undergone many changes and has recently experienced a period of strong growth and expansion. Today we have magnificent facilities that provide the best possible learning environment for our children. Our challenge is to adapt and work to provide an education that will best prepare our children to be confident and contributing members of modern society.

Principal's Report

It is with great pleasure that I present my report for 2020. It was a year that will be remembered for so many different reasons.

Living and Learning at St Joseph's will never be the same. Our world, our country, our state and our community faced, and continue to manage, a health crisis that turned our lives upside down. Yet we can begin to look back with some pride in knowing that we as a school and community never wavered from our focus of maintaining our personal connections and ensuring we provide opportunities for our families to remain connected with each other and with the school. The many weeks spent at home, as well as the quiet months in and around our school certainly challenged our resolve but I can honestly say that the admiration I hold for our staff and families only grew. I am in awe of how our staff adapted and thrived in meeting the educational, technological and social challenges presented to them. Our families dug in and worked through the very tough times as one and as I said on a number of occasions, it was a chance to ensure we hold our family, our friends and our health as being most important.

I congratulate our staff and families and thank you as a School Board for staying strong and working as one to ride out the storm. We can only hope that our lives continue to return to normal and we enjoy the simple things that we found we take for granted.

Live Life To The Fullest In Christ



Paul Arnel

School Education Board Report

St Joseph's Primary School Numurkah Advisory Council acknowledges the Yorta Yorta and Bangerang people, the original custodians of the land on which the school operates. Time doesn't stand still, life continuously evolves, yet sometimes we wish things could stay the same. What we really wish for is that we can identify the experiences, people, things that bring us joy and connection and sustain these into the future. The future is unknown and therefore can be scary, but it's not all bad. With preparation and support we can navigate the unknown. In recent times, with the emergence of Covid 19 there has been so much unknown, but I feel proud and fortunate to be a part of St. Joseph's Numurkah. Paul has been a dedicated and strong leader for the staff, parents and students. It has been clear that wellbeing has always been the priority. Children are at school to learn and school can have an impact on children's future opportunities but, children cannot learn until they feel safe and have built relationships to trust and to feel acknowledged. This is what I have witnessed. Thank you, Paul, for your hard work and calm nature. Thanks also to staff, working from home sounds good, but in reality, has its challenges. Thank you for being flexible, for commitment to continually change and adapt to a new world. I would like to acknowledge Father Michael Grace, as a Catholic school he is a valued member and important role model for how we aspire to live life, with Catholic principles leading us. The change of school governance structure has occurred relatively seamlessly. Over the Christmas break there was a lot of maintenance occurring around the school, to the roof and classrooms. We can be proud of our environment because of the care shown. The new smart tv in the Mackillop centre has been put to good use already. At the recent Fun Run it was showing footage from previous events. With the restriction of families in attendance at assemblies, the tv has been an invaluable resource. Special mention must go to all the people who have contributed to the I.T. changes made essential with Covid 19. This has made many parts of school life accessible to all families. To the Bryan Schreenan and P & F members, thank you for your time and commitment the Fun Run was again a success in terms of attendance. Lastly, I would like to welcome new staff members to the school and particularly Dom Izzard, our new Deputy Principal, I look forward to seeing the personal effect you have on the school. My family moved to the country in 2007 and we have been a part of St Josephs' since then. As my youngest child completes year 6, we will be moving on but I take many fond memories and friendships with me. Thank you for the opportunity to be part of the School Board, I enjoy to contributing as one of many.

Carolyn Hooker

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

At St Joseph's we have a strong commitment to our Catholic faith and traditions. We share the message of the Gospel through a thorough and rigorous planning of our Religious Education lessons (Source Of Life), Prayer and we promote Jesus as a model of how we treat others.

- Using the Source of Life - Religious Education Program, including Godly Play.
- Parish based Sacramental program (family centred). Using the Steps Of Faith document
- Parish members help lead family groups as part of the Sacramental program
- School and Parish community support of children receiving their Sacraments, through poster making, card making, poster around church, presentation of students receiving Sacraments on a Sunday Morning Mass and school choir being a part of the celebration
- Whole school focus on a Sacramental Topic (Source of Life Family Faith Development session as part of our Sacramental Program
 - Family Mass an important part of the Sacramental program
 - Promote staff Professional Development to increase understanding of the catholic faith, support provided as needed
 - Encourage staff be part of Diocesan level retreats/pilgrimages - such as Philippines
 - Encourage all staff to be RE accredited
 - Regular 'Making Jesus Real' activities inline with the current Source of Life unit.
 - Active prayer celebrations : whole school community, staff and class level
 - As a community we gather for times of Prayer. Praying is part our daily life; In classrooms, Monday morning whole school assemblies, Monday afternoon whole school community assembly, Stations of the Cross, Advent, School Board meetings, Staff Meetings
 - All classes take turns to lead Prayer at our weekly whole school assemblies
 - Regular Mass celebrations and paraliturgies which are prepared on a rostered class basis
 - We are well supported in our faith journey by our Fr Michael Grace
 - Fr Michael Grace visits classrooms to share stories about our catholic faith
 - Our school promotes all community members to treat each other with respect and recognise the dignity of each individual.

Achievements

We are particularly proud of how we promote the story and vision of our founder St Mary of the Cross MacKillop. Our social skills and P.B.I.S program is centred around her message of "Never seeing a need without doing something about it."

- Implementation of PBIS - Our Triple AAA program which is underpinned by the Gospel values and the Vision of St. Mary of the Cross MacKillop
- Giving support to families in need - pastoral care. The Giving Tree, fee relief, casserole bank, second hand uniform shop.

- St Mary MacKillop feast day celebrations and awards
- Josephite Sister logo on staff badges and student uniforms.
- Josephite sisters are invited and take part of our Mary MacKillop feast day celebrations
- St Mary MacKillop logo central to PBIS 'Our Triple A's' and also included on school documentation
- St Mary MacKillop is visible in our school; pictures, mural, statues and stained glass window
- St Mary MacKillop feature of our memorial garden
- Enrolment forms/parent handbooks makes a clear statement about St Joseph's providing a Catholic Education
- All policies have the basic belief 'In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the
- Gospel Values of Jesus.
- Students are exposed to our Catholic Traditions through; daily prayer, liturgies, Sacramental program, attending regular masses and RE lessons
- Staff regularly attend to and share their own faith through, staff prayer and meditation, being active participants in the Parish (where possible) and Professional development
- We have a strong connection with CEO staff who come in and support staff and students on their faith journey
- Staff are encouraged and supported to be RE accredited
- **Students are involved in many pastoral care/outreach programs; Meals on Wheels, St Vincent's Winter appeal, Caritas, Giving Tree**
- Opportunities for students to participate in Social Justice days of action (Events) Sandhurst Switches Off, Caritas
- Social Justice is taught through classroom topics (Source of Life and through our Throughlines in Inquiry)
- Students learn to understand about authentic service through; guest speakers discussing their experiences, researching organisations (Orange Sky) or individuals (Mother Teresa)
- Year six students participate in Leadership days and Yr 5 Just Leadership days annually
- Teachers have the opportunity to participate in Immersion experiences (Cebu) and share this with the school community
- Students learn about the Indigenous culture in the classroom and through the F.I.R.E carrier program
- We are developing links with Indigenous programs to support student learning, such as Kaiela Arts Program

VALUE ADDED

This is how we share our Catholic Identity with others :

- St Joseph's Vision and Mission statement is on display in the school's foyer
- School policies strongly reflect our Vision and Mission
- School board understand the school's Vision and Mission and representatives from the school board were part of the creation of the documents
- St Mary MacKillop, our founder, is integral to our school's Vision statement;
- Our Vision refers to creating a culture rich in Catholic Traditions, we do this through; prayer, masses, liturgy, RE planning and teaching, Sacramental program, Making Jesus Real activities throughout the school, St Mary MacKillop feast day celebrations, Source of Life planning strongly supported by an understanding of Shared Christian Praxis, Social Justice teachings and emphasis in school (Caritas, Throughlines/Topics)
- Catholic Identity and faith are expressed through multiple and diverse forms of visual and performing arts, symbols, music and architecture (choir, Festival of the Sacred, Liturgical dance, visual reminders of Mary MacKillop (buildings named after her, statues, stained glass windows, prayer tables, crosses in the classroom)

Learning & Teaching

Goals & Intended Outcomes

Learning & Teaching

We have two straight classes of our youngest boys and girls, our Preps. We believe they have particular needs in starting school, particularly with regard getting used to the routine and expectations of living and learning on a full time basis. Our nurturing environment eases the children in and sets them off on course for their primary years of learning.

Our Junior School combines our Year One and Two levels. Our four classes of young and dependent learners are provided with much individual and focused attention. Suitable support is provided to ensure that each child secures the basic building blocks of literacy and numeracy. We seek for each to be happy and secure at school in their learning journey.

Our Middle School is made up of four classes of Year Three and Four students. We promote greater independence and self-discipline in our children as they grow to extend their wealth of skills, knowledge and abilities. We continue to support those students requiring continued focused attention while allowing students with well developed skills greater challenge in research and extension.

Our Senior School consists of four classes of Year Five and Six boys and girls. This grouping serves to provide harmonious learning communities. The pressures that straight senior classes can bring regarding peer pressure and social competitiveness are diminished as we build a genuine learning community. This innovative structure provides our students and teachers with a beautiful, calm living and learning environment where we focus on a combination of explicit teaching, focused group work and independent research tasks.

Programs

Learning Programs at St. Joseph's School support the children in their growth and development in all areas, preparing them with life long skills that will help them to believe in themselves and their abilities and to be able to contribute positively to their world. Our curriculum is based on the Victorian Curriculum.

Religious Education

We believe that each child is important and valued and that all have something to contribute. Every child has the right to live happily and achieve fullness of life with God - and to grow and learn in a community where Christian values are taught and modelled daily. We endeavour to foster and continue the development of our faith tradition which begins at home. Prayer and Religious Education lessons are a part of our daily routine and we have regular School Masses. We implement and coordinate the Sacramental Programs of Reconciliation, Eucharist and Confirmation through our Parish for those families who choose to participate.

Literacy

Literacy incorporates the skills of writing, reading, speaking and listening. We have a school plan that sets out how we work to ensure success for all students. This Literacy Plan outlines how we organise our teaching and learning. It is based on a Prep to Year 6 continuum of consistent good practices that are drawn from the most recent programs such as CLASS, 1st Steps and THRASS.

In our Literacy Classes, students work in focus groups where activities and experiences are planned and implemented based on the needs of the children. These skills and strategies can then be applied to relevant learning activities across the day.

Numeracy

Through Mathematics children develop concepts, skills, applications and processes which allow them to participate meaningfully in society. Mathematics can be viewed as an abstract discipline but it must also relate to everyday situations and be integrated with other curriculum areas.

As with Literacy, our classes are structured so that focus group teaching forms the basis for our practice. Skills are taught to target groups within the class so challenge is presented to all and the needs of individual students are met.

Information Technology

St. Joseph's School embraces the technological advancements in our society. We are committed to students becoming more innovative, knowledgeable, skilful and adaptable in the use of technology.

Subsequently, each area has its own bank of laptops, i.pads and other suitable hardware (eg digital cameras, flip cameras, smartboards, smart TVs that are wireless networked and available for use throughout the day.

We also enjoy a new Information Technology Centre that is also a daily part of our IT Program. Our I.T. expert is Ray Goldsack.

Physical Education & Sport

We offer an extensive program of fitness, skill development, sports competition and representative opportunities. Our Physical Education is coordinated by our specialist, Shane Merkel. The program develops fitness and skills. We have School Swimming, Cross Country and Athletics Carnivals. We participate in Inter-School Sports and encourage involvement in a wide range of representative sports. We also come together as a school for our Annual Twilight Sports.

Inquiry

Our inquiry units of work draw their content from a range of curriculum domains. These units aim to develop our children's capacity to manage themselves and their relationships with others, understand the world around them and to act effectively in that world.

Examples of these units this year are titled :

Under The Sea, Reuse Reduce Recycle, Government.

These units are planned to cover all subject areas over a two year cycle.

Excursion Program

Our boys and girls also participate in an excursion program that provides them with opportunities to live and learn out of the normal school and home environment.

Preps : An Afternoon at School. Our Preps enjoy a number of day trips. They also stay at school for an afternoon when everyone else has gone home. They participate in a range of activities while enjoying being the big kids at school. It's a bbq tea then off home after a big day.

Year One and Two : Sleepover. These children get to sleepover at school and enjoy a range of evening and night activities linked to our Health and P.E. curriculum. For some, it's their first night away from family. They also enjoy a number of day trips.

Year Three and Four : Overnight Excursion. Our middle school children travel away on a two day educational excursion. It is usually not too far from Numurkah.

Year Five and Six : Major Excursion . The year five and six children head off on a four day excursion to destinations such as Canberra and Borambola (Fun and Fitness Camp - Wagga).

The Arts

The Arts, which are an essential part of our life and culture, provide children with pleasure and enjoyment. They enable the children to express themselves in a creative way according to their own personality and talents as well as learning the skills involved in each domain.

Art and Craft

We have a specialist art program and a beautiful facility that is second to none. Our children's creativity and artistic skills are nurtured and developed. Carol Lawless is our Specialist Teacher.

Music

Tim Harber is our Specialist Music Teacher. She implements our Music Program in ensuring a basic knowledge of Music and a practical instrumental skill level is gained by our students.

We also have opportunities to perform and share such skills and abilities through the school. Our school choir meets regularly and sings at School Masses, Assemblies and Community Events.

Performing Arts

Our teachers utilise the state of the art Mary MacKillop Centre which boasts a magnificent stage and the latest in sound and video technologies in implementing our Performing Arts Program.

LOTE (Languages Other Than English)

This implement a LOTE Program that focuses on a particular language. This approach allows our children to learn basic language, be exposed to a different culture, customs and traditions from countries from around the world. Our LOTE teacher is Tim Harber.

Library

We have a magnificent Library that is maintained by Mary Laidlaw. The children have a specialist lesson each week where they learn the skills of the Library, borrow books and continue to nurture a love of Literature. This is also a major research centre for our boys and girls.

Achievements

We look to support our students with Special Needs as best we can. We accept differences in all our students and to those with specific needs or difficulties we offer extra support and assistance. Currently our school employs eight teacher assistants who work to support children with special needs and implement individual programs that assist in their learning.

We also employ Speech Therapist Lauren Cook, to support children with such needs.

Welfare

St Joseph's Welfare Program is based on Christian Values and Beliefs and is seen as an essential ministry within the School Community.

Our Religious Education Program, PBIS and Social Skills Program teach different aspects of welfare but serve to reinforce our intrinsic Christian values.

Our Social Skills Program focuses on basic skills such as "Using People's Names", "Respect", "Tolerance" and "Manners". These weekly topics are taught in our classrooms and reinforced in assemblies.

We strive to support all of our families when required, whether it be through linking with community agencies, providing specialist advice or a casserole from our casserole bank. In addition we have activities such as our Mother's Day and Father's Day Breakfasts which celebrate our community and provide a fun and social opportunity to get together.

Harris Dickason is our Well-Being Officer. He is also available to serve those in our community who may be experiencing difficulty in a range of social, emotional or personal situations. Harris is currently implementing the Seasons For Growth Program (Loss and Grief) and a Social Skills Development Program for those children requiring specific social guidance.

We also access Diocesan Specialists (eg Psychologists, Occupational Therapists) who support us to ensure that funded programs are adapted to meet specific needs of our students.

STUDENT LEARNING OUTCOMES

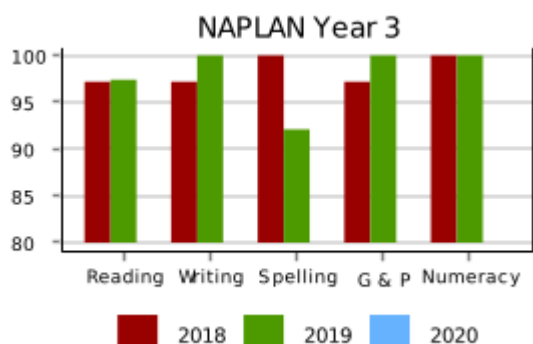
We are truly proud of what we have achieved throughout our school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.2	100.0	2.8		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.2	97.4	0.2		
YR 03 Spelling	100.0	92.1	2.8		
YR 03 Writing	97.2	100.0	2.8		
YR 05 Grammar & Punctuation	97.5	97.5	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	97.4	-2.6		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	97.5	100.0	2.5		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Pastoral Wellbeing

Goals & Intended Outcomes

The school has developed a vision for a safe, positive school environment to enhance student wellbeing, and learning has been developed and communicated. School direction is responsive to current research, relevant legislation and policies. Evidence-based approaches are used to implement the vision. Staff are committed to creating a safe, positive school environment. There are opportunities for student, staff, families and the wider community to be involved in a range of school activities and contribute to school planning. There is a sense of welcome and hospitality for all members of the school community. School communications are inclusive and accessible to all school communities and families.

School systems and processes promote relationships, connection, success and a sense of belonging. Supporting student behaviour is evident in all relevant whole-school policies. The school has carefully selected evidence-informed, positive behaviour management approaches. Staff, have a clear understanding and consistent implementation of selected, positive behaviour management processes in classrooms and school-wide contexts. Learning and teaching supports student growth towards self-motivation, independence and interdependence. There is a strong focus on student engagement in and out of class, including those at risk of missing out. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other. Approaches to behaviour support provide a consistent message to all members of the school community.

All policies, procedures and documentation reflect an awareness and sensitivity towards the needs of all groups in the school community. The needs of specific groups (race, religion, refugee, disability, sexuality) in the school community have been addressed effectively and systematically. The management of all aspects of inclusion is effective and well planned. Students are treated in a fair and inclusive manner, made aware of their rights and responsibilities and encouraged to respect the rights and views of others. There are some links made with Catholic Identity and Catholic Social Teaching. Explicit pro-social values are taught modelled and promoted across the school (respect, acceptance of diversity, fairness, honesty etc.).

The pastoral wellbeing policy is inclusive of the three tiers of prevention, aligns with relevant policies and has been developed in consultation with staff and parents. There is widespread staff and parental ownership of the policy. All new staff receive training as part of their induction program, ensuring that they fully understand school policy and procedures. The policy is reviewed as part of a regular cycle and is taken into account in strategic planning. Policies and practices within the school identify roles and responsibilities. There is a designated school leadership role with responsibility for pastoral wellbeing. The school has an active Pastoral Wellbeing Committee with wide representation from the school. There is a focus on the need to recognize, and act on, early signs of student difficulty. Implementation is focused on ensuring students and families are connected with help before difficulties worsen. A planned program of intervention and support takes place. The school works in partnership with parents, the student, carers and service organisations to plan for, and support, students experiencing difficulties. The program of intervention and support is reviewed and revised as needed. An audit of training needs is regularly carried out and addressed in strategic planning.

Staff, parents and students work together to create an effective learning community. The school provides information and ideas to support parenting and opportunities for families to extend their social support networks. There are established channels of communication that connect schools,

families, students and the community. Opportunities for involving families in the school community are available, including for those who do not volunteer at school. The school works to engage 'hard to reach' parents and guardians and to include parents in school decisions, developing parent leaders and representatives. Parents have access to school policies that affect a child's education. The school serves as a link to community agencies, supporting families to connect with community support services. The school accesses the local community to strengthen school programs

There are clear and congruent links between pastoral wellbeing and other policies. There is a consistent message promoting relationships, ethos, communication, management and inclusion. The school has a designated Pastoral Wellbeing Coordinator with clear responsibilities, aligned with school policies. A representative group works with the coordinator to support the implementation of pastoral wellbeing initiatives. Many staff understand and take responsibility for pastoral wellbeing. There is regular evaluation of the impact and effectiveness of pastoral wellbeing in the school.

A planned, formal SEL program takes place within the everyday classroom and is regularly revisited. The SEL curriculum is developmental, teaches the 5 core competencies, is evidence-based, has a theoretical framework and student assessment measures. Appropriate social and emotional resources are used. The school is effective in the education and protection of at-risk students. The school regularly evaluates the impact and effectiveness

Achievements

We look to support our students with Special Needs as best we can. We accept differences in all our students and to those with specific needs or difficulties we offer extra support and assistance. Currently our school employs eight teacher assistants who work to support children with special needs and implement individual programs that assist in their learning.

We also employ Speech Therapist Lauren Cook, to support children with such needs.

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VALUE ADDED

Excursion Program

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STUDENT SATISFACTION

We continue to nurture and develop a culture amongst our children of acceptance and respect where skills and talents are developed and excellence is aspired to.

We urge all our boys and girls to continue to

"Have a Go and Do Your Best"

in all that is offered at St Joseph's.

Our learning groups are divided into four areas, namely Prep, Junior, Middle and Senior. We guide our children from being dependent to independent learners through their years of Primary School. We commit to educating students to be :

* Living examples of Christ in the knowledge that they are loved by God.

* Self-directed risk takers who are able to set realistic goals and celebrate achievements.

*Proud, happy, confident people who have high self-esteem and resilience.

*Compassionate community members who have a genuine care and respect for themselves, others and the environment.

*Life-long creative, inquiring learners who are literate, numerate and competent users of technology

We look to our older students to take an active and recognised role within the school community. We trust they are motivated and self disciplined learners. By Year 6 they are all offered formal roles of leadership and all are invited to involve themselves in leadership tasks in a range of areas. Such duties include leading assemblies, organising sports activities and fundraising days, visiting our local Kinder, caring for a Prep Buddy, completing daily responsibilities around the school and especially leading by example in all that they say and do.

Our Whole School Insight SRC Surveys support the premise that our children are well connected to school and are happy and belong to our St Joseph's Community

Examples of these surveys are :

I feel good about being a student at this school : 96% support this statement

I like school this year: 92% support this statement

I am happy to be at this school : 96% support this statement

I feel I belong at this school : 90% support this statement

STUDENT ATTENDANCE

Staff follow up on repeated or lengthy absences and report any abnormalities to the Principal. Communication and meetings are then held if there is an issue whereby a course of action relating to the absence is decided on.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.4%
Y02	95.0%
Y03	95.5%
Y04	97.1%
Y05	96.7%
Y06	96.6%
Overall average attendance	96.2%

Child Safe Standards

Goals & Intended Outcomes

Commitment to Child Safe

St Joseph's is a Child Safe School. We understand the Ministerial Order 870 at both Staff and Board Level.

Following a Child Safe Audit, new policies such as those dealing with all aspects of Child Safety i.e. Grooming, Safety, Reporting, Failure to Disclose and Failure to Protect were drawn up and implemented. Our Code of Conduct, Duty of Care Statement and other relevant policies were revised and ratified.

Achievements

As a Staff we revised our Curriculum to make sure the Child Safe issues were addressed. The Daniel Morcombe program was implemented throughout the school and will be a resource which we will use each year. Our community was made aware of our Approach to Child Safe via our School Newsletter and Website. We employ the CompliSpace Program to maintain and update Policy.

Leadership & Management

Goals & Intended Outcomes

Leadership and Management

The Principal and school leaders model right relationships through a sense of welcome, hospitality and respectful interactions. School leaders believe that all are essentially good, created in God's image and open to God's grace. The actions of the Principal and school leaders reference the mission of Catholic education as they work to transform community and continue to clarify their shared purpose. The Principal and school leaders ensure that members of the school community are empowered to positively impact on student learning. Staff are encouraged to engage in positive risk-taking. The Principal and school leaders engage the community in cycles of strategic renewal through development of the School Improvement Plan and the implementation, monitoring and evaluation of the Annual Action Plan.

The school's Vision Statement, Identity Statement and Graduate Outcomes inspired by the Catholic story are clearly documented and becoming embedded through daily dialogue, practises and relationships.

In stewarding the school community, the Principal, school leaders and school Board are accountable for and nurture the tradition, spirit and story of the school.

The Principal and other school leaders promote and lead learning, inspired by a belief in personal transformation and the flourishing of the whole person. The Principal and school leaders maintain their professional life and nourish their vocation by developing their spiritual, intellectual and emotional lives in order to better serve their school community.

School Leaders encourage staff to work collegially to improve their practice and develop feedback processes. The Principal and school leaders act ethically and in line with the mission of Catholic education.

The Principal and school leaders recognise that the most precious resource within the school community is the people within and therefore actively visibly care for all.

Achievements

Our achievements :

- *Our Vision is in all policies, on our website and in our foyer
- *We value our History & Tradition - We Share our Story (Mary MacKillop) Awards, symbols, celebration of Mass; Assembly prayer;
- *Student Leaders are valued, they do Meals on Wheels, lead Mass, Assemblies, ANZAC Day Ceremonies, Community Reading Day, Remembrance Day
- * We nurture a Culture of Respect & Inclusiveness Culture
- *Our Enrolment Policy ensures all are welcome
- * We value and share Insight SRC data

PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
[PLUndertaken]

TEACHER SATISFACTION

Our Whole School Insight SRC Surveys support the premise that our teachers are well connected to school and are happy and belong to our St Joseph's Community

Examples of these surveys are :

The morale in the school is high : 100% support this statement

There is good team spirit in this school : 94% support this statement

Staff take pride in this school : 94% support this statement

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.9%
Graduate	5.9%
Graduate Certificate	0.0%
Bachelor Degree	70.6%
Advanced Diploma	35.3%
No Qualifications Listed	11.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	20.0
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

We as a school community work as one to ensure our children have the best possible Living and Learning Environment. 2020 was a most difficult year in serving our community but one in which we can look back with pride knowing we worked tirelessly in keeping our families and boys and girls connected and engaged.

Our P&F President sums things up appropriately in his report following.

Achievements

2020 President's Report St Joseph's Primary School is highly respected by the community, it has great values and creates a safe and friendly learning environment for students and their families. I feel very grateful to have been again trusted to represent St Joseph's P & F as their President. 2020 was stable year within the P & F committee, with all members continuing their roles from 2019. I am very grateful for everyone's continued contribution and hope that we can all continue on in 2021. The Fun Run for 2020 was once again a successful event. We were very lucky to hold the event with Covid restrictions taking place the following day and not really lifting for the rest of the year. The whole community was involved, including sponsorship from local businesses and volunteers from local organisations like the CFA and the Lions Club, which helped out on the day. Much progress has been made for this year's event and it looks certain to be a success again, both as a community event and financially profitable. All other events for the year were cancelled due to Covid restrictions, although we did continue to meet regularly over Zoom video conferencing, with most focus being towards a BBQ area and shade structure adjacent to the McKillop Centre. Planning is continuing with this project after a few hurdles with building permits and it will definitely be completed this year. The canteen continues to provide a valuable service to the school and continues to evolve as new ideas and concepts emerge. Even without being able to have volunteers assist Karen McIntyre continues to do a fantastic job managing the canteen and provides a great variety of healthy and appetising meals for our children. Whilst encouraging students to make healthy food choices. We look forward to further successes in 2021. Finally, thanks to again Paul for his drive and hard work ensuring that we have a focused and driven P&F and all the staff who continually go above and beyond to teach and care for our children. Thank you for a great year. Bryan Schreenan

PARENT SATISFACTION

[ParentSatisfaction]

Future Directions

The goals set out in each area of our School Improvement Plan were the source of direction for us through 2020. Progress was reported on at each of our School Board Meetings throughout the year and documented in the Meeting Reports and Minutes.

At the end of 2020, our Staff and School Board took time to review the overall situation and assess how we worked to achieve what was planned. It was most satisfying to take this time and identify that much of what was set out has been done as well as many other achievements that came to be along the way.

We look to set a new plan in action for 2021.