



2014

Annual Report

St Joseph's Primary School, Junee

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The School

St. Joseph's Junee is a Catholic School catering for boys and girls from Kindergarten to Year 6. Our school provides an education that helps all students strive for excellence in the Religious, Academic, Sporting and Cultural areas of education. We create a sense of belonging that nurtures the growth of all children, and helps create a sense of belonging and self-esteem. Individual needs are met. Students are prepared for life as we believe that we **'We prepare students for their future, not our past.'** **By teaching them to be *Critical Thinkers Communicators Collaborators and Creators***

Catholic Identity

St Joseph's Primary School has a Vision and Mission Statement, which epitomises our values and identity as a Catholic School. St Joseph's Junee Vision Statement Our School, St Joseph's, is Christ centred, guided by its motto "Christ Our Way". All school community members endeavour to facilitate each child's journey by being dynamic in direction and strong in service. St Joseph's Junee Mission Statement In being Christ Centred we will: Build the Kingdom of God through our personal relationship with Jesus by providing an atmosphere that encompasses prayer and reverence amongst staff and students. Ensure that the children have an understanding of the Gospel values to develop a faith based relationship with Jesus. Develop knowledge, beliefs and practices of the Catholic faith through prayer, liturgy and the teaching of our Religious Education and Sacramental Programs.

In being Dynamic in Direction, we will:

Provide a holistic education that develops an ongoing love of learning by incorporating innovative and enriching teaching and learning activities into our teaching practice to meet the changing needs of our world. Encourage students and teachers to strive for excellence by fostering and supporting them to make the best possible use of their

individual gifts and talents. Affirm the dignity of the individual and cater for each student's and family's needs by honouring differences in abilities, cultures and interests while respecting each person's journey.

In being Strong in Service, we will: Give each student an education that is professional, current, relevant and integrated, by staff who are committed to lifelong learning. Provide leadership that models service to others by being active members of the parish, school and local communities. Offer each student the opportunity to develop leadership qualities that will serve them and their community, now and in the future. Ensure that discipline is just and fair so that it nurtures strong values and morals that promote self-responsibility and good citizenship.

The staff were able to receive professional development in Faith Story and Witness which gave them an understanding of the history of our Parish and their witness as teachers in a Catholic School.

A Message from key School Bodies School Council Chairperson's Report 2014.

In 2014 the School Council worked closely with the school executive on writing and updating policies around social media and parent codes of conduct.

The School Council assisted the P and F organisation with the running of a successful fete as a fundraiser and they also supported the P and F in its many endeavours to provide funds to help the school provide resources for students.

They also supported the establishment of an Out of School Hours facility that would run out of the Mercy Multi-Purpose Centre. With the possibility of funds being provided to build a new school, the School Council were able to provide valuable assistance and advice around the feasibility of this and to offer their assistance in the draft planning and Design Brief.

The School Council were involved in decisions around the changing of the School Merit and Award system and the School Student Leadership system.

Council members were agreeable to a uniform change for sport T shirts and jackets

due to an increase in the price from the current supplier.

Council members were involved in the selection and appointment of staff and continued to work with the Principal towards the goals underlined in the school's State Action Plan and annual Improvement Plan.

Ms Alison Ashley
School Council Chairperson.

Student Outcomes in Standardised National Literacy and Numeracy Testing

In year 3 all students are above minimum standards in reading, spelling and numeracy.

In year 5 all students are above national minimum standards in literacy and numeracy.

The Trend Data shows that there has been a growth from 2013 to 2014 in numeracy in year 3 and that in data and measurement and patterns and algebra we are above the state and almost equal to the CEC. In year 5 the data shows that in writing, spelling and grammar and punctuation we are closing the gap between our results in 2013 and in 2014. We are above the state in numeracy and data and measurement and just below the CEC in these areas. It is good to see the trends improving in year 5.

Professional Learning

In 2014 Staff received professional development in Reading Recovery, SENA testing, Early Years Literacy and Numeracy, Speech and Vocabulary, Enterprise Training, the New BOSTES Science Syllabus, Faith Story and Witness, Curriculum Review Training, Australian curriculum, CPR, Maths Syllabus, English for the New Curriculum, Child Protection Compliance Training, Richard Leonard Retreat, Live Life Well at School, and Leadership Training was provided for the executive.

Teaching Staff

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

A) having teacher education qualifications from a higher education institution within

Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or
B) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications.

A	B	TOTAL
7	0	7

Workforce Composition

As at the end of 2014 the school had 1 teacher assistant and 1 administrative assistant. There were 8 fulltime staff including a teaching Principal. There were two male staff members and six female staff members.

Student Attendance

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

Student Non-Attendance

The school Principal checks on a student's non-attendance by communicating with parents or carers if there is a prolonged period of absence or absence that has been undeclared. The school expects absences to be explained as soon as the child returns to school or after a period of 3 days if the absence is a prolonged one. It is also an expectation that the school is contacted prior to an absence if the parent or carer knows a child will be absent.

Each teacher has absentee notes in their classrooms for distribution to students. A proforma is also sent home at regular intervals on the school newsletter. Partial absence notes are available in the school office for parents to fill out if a child is late or

leaves early. The time of late arrival is recorded as are times of early departure. The school follows the recommendations for nonattendance as set out by the Catholic School's Office Wagga Wagga.

Enrolment Policy

St Joseph's primary School has developed an enrolment policy that aligns with the Diocesan Enrolment Guidelines. It is able to be found in our school prospectus, and on our website.

The school follows the direction of the Catholic Schools Office Enrolment Policy. We welcome enrolment applications from students other than Catholic, who are able to support the ethos of the school.

Characteristics of the Student Body

In 2014 St Joseph's School had 112 students. There were 67 boys and 45 girls. Of these there were two aboriginal students and 5 students from backgrounds other than English. Classes were structured in the following way:

Kindergarten

Year 1

Year 2

Year 3

Year 4

Year 5 / 6

School Policies

Student Welfare

Our Student Welfare Policy can be summarised as: St Josephs is a community where every person is accepted, respected and feels safe and secure. Through words and actions the members of the St. Joseph's School community will know they are valued and have a significant contribution to make to our school. Our Restorative Practices enhance this.

Discipline

At St Joseph's Junee our **Discipline Policy** can be summarised as: Our school philosophy aims to promote restorative practice as an effective tool for behaviour and self-responsibility. We promote a positive environment that reflects a simple but effective strategy for managing student behaviour. At St Joseph's School we are

STARS. We Stop, Think, Act, Reflect and Support.

This is linked to our norm setting. Children are guided in learning to become self-responsible and to know what being STARS looks like, sounds like and feels like both in the classroom and on the playground

Complaints and Grievances

Our Complaints and Grievance Policy can be summarised as: to provide a fair and supportive environment free from all forms of harassment and one that promotes personal respect, as well as providing physical and emotional safety for all.

Changes to School Policies

Policies are kept on the T drive and each teacher has a copy of all policies on a thumb drive. When, after consultation changes to policies take effect, these are changed in the Policies Folder in T drive Policies can be viewed by parents and other interested parties on request.

Improvement Targets

In 2014 St Joseph's worked on embedding a contemporary pedagogical platform to build teacher capacity and improve student learning. Our Action Learning Plan targeted all students as we worked with a speech pathologist to change the way students hear and see words. This had a flow on effect in students spelling and writing.

The way we use Data analysis to inform and shape teacher practice was a key element for Professional development.

Our vision for school leadership was expanded as staff worked on building their leadership capacity.

Being a Partnerships school gave us the opportunity to continue training in Reading Recovery and continued to provide a much needed program to target students who were unable to read at the beginning of year 1 and results were consistent with the expectation that these students would be successful.

Initiatives promoting Respect and Responsibility

St Joseph's Junee visits the elderly in our community on a regular basis, both at the local nursing home and the hospital. The

students read and sing to the patients and show them work they have been doing at school.

St Joseph’s recognises our Indigenous people by participating in day of activities in NAIDOC week,

Our school supports Catholic Mission and St Vincent De Paul by holding regular fund raising events for these two charities.

Our year 5 students visited the pre-school once a week for a term to build relationships with students who may be enrolling in kindergarten in 2015.

Community Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction the community has with our school.

Parents

I am usually happy with St Joseph’s School.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
99%	1%	0%	0%

Students

I am usually happy at St Joseph’s School.

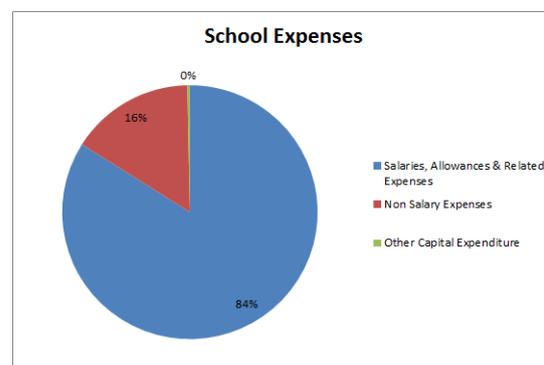
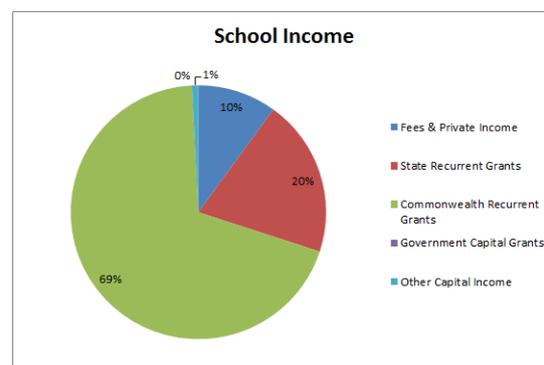
<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
99%	1%	0%	0%

Staff

I am usually happy at St Joseph’s School.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
100 %	0 %	0 %	0 %

Financial Statement Summary



About This Report

This report was written by the principal Mrs Jane Addison in consultation with the School Executive and the School Council.