Annual Report

St Joseph’s Primary School Junee

CONTACT DETAILS:

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The School
St. Joseph’s is a Catholic School catering for boys and girls from Kindergarten to Year 6. We provide a school that is striving for excellence in the Religious, Academic, Sporting and Cultural areas of education. We create a sense of belonging that will nurture the growth of all children, and help create a healthy self-esteem. Individual needs are met and all students have the opportunity to succeed.

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.

A Message from key School Bodies
In 2012 the School Council worked with the school as part of National Partnerships to develop strategies to engage parents in their children’s learning. Ideas were brought forward and discussed and Catholic School’s Office personnel were invited to address beginning school parents in the importance of developing good reading and language skills in their children. The school worked in developing a Reading Recovery program that also offered parents an opportunity to engage in their children’s learning.

The School Council developed strategies for maintaining school grounds and buildings so that issues were addressed and dealt with as they arose. The Council joined with the P and F to support the school fete which was a major fund raising event for 2012. The Council supported the school by organising working bees to ensure grounds and buildings were overhauled and refurbished and I would like to thank the P and F for their ongoing financial commitment to the school to ensure resources, grounds and buildings are maintained and renewed. The School Council were also involved in the plans for a covered walk way to the MPC and a ramp to the kindergarten classroom. This has greatly improved access to these two buildings.

Council members had the opportunity to be on interview panels for selection of school staff and members were given the chance to have input regarding the structure of classes
when the School Principal was notified of the availability of Literacy and Numeracy reward funding.

2012 was a productive year for the Council and I look forward to my association with the school and the council in 2013.

Brett Duck
School Council Chairperson 2012.

**Student Outcomes in Standardised National Literacy and Numeracy Testing**

Trend data indicates that St Joseph’s School was equal to or above the state average in all aspects of NAPLAN testing in year 3. In Year 5 the trend data indicates that students are below the state average in all aspects.

**Professional Learning**

In 2012 staff from St Joseph’s Junee received professional development in using the First Steps in Reading Resource and as part of National Partnerships we were exposed to the teacher leader course.

The staff also consolidated First Steps in Maths training

Staff continues to study a Religious Education Degree offered by the Broken Bay Diocese.

Staff also participated in training in CPR, Child Protection and Workplace Practices.

Naplan analysis provided staff with a strong focus for direction in their teaching.

Individual teachers participated in a variety of other Professional Development including SENA Training, Reading Recovery training, Observation Survey Training and Best Start Training.

**Teaching Staff**

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

- A) have teaching qualifications from a recognised higher education institution within Australia
- B) have qualifications from a recognised higher education institution within Australia but no formal teacher education qualifications
- C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>0</td>
<td>10</td>
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**Workforce Composition**

As at the end of 2012 the school had 1 teacher assistant and 1 administrative assistant. There were 6 fulltime staff including a teaching Principal and 4 part time staff members. The teaching staff consists of 3 Males and 7 Females

**Student Attendance**

*Student attendance rates for each Year level and the whole school.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>94.35%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.69%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.81%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.41%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.43%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.84%</td>
</tr>
<tr>
<td>Kinder</td>
<td>94.06%</td>
</tr>
</tbody>
</table>

**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.

**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 (as of August 2012 census)**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>50</td>
<td>6</td>
<td>2</td>
<td>98</td>
</tr>
</tbody>
</table>

*Language background Other Than English

**Structure of Classes**

In 2012 St Joseph’s Junee had the following structure:
- 9.00-1.00 Monday –Friday
- Kindergarten
- Year 1
- Year 2/3
- Year 4/5
- Year 5/6.
- 1.00-3.15 Monday –Friday
- Kindergarten
- Year 1/2
- Year 3/4
- Year 5/6

**School Policies**

**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.

**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.

**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**

In 2012 St Joseph’s Junee had its Registration process. All policies were updated and aligned with current trends. Policies are kept on the T drive and each teacher has a copy of all policies on a thumb drive. Policies can be viewed by parents and other interested parties on request.

**Improvement Targets**

In 2012 Improvement targets were aimed at literacy and numeracy to improve student learning, adult faith formation, staff collaboration and student and staff welfare. There was major emphasis placed on our 2012 Registration process and Reading Recovery.

Being a Partnerships school gave opportunity to employ extra staff to assist with targeting literacy and numeracy in the early years. First Steps in Reading training provided a starting point for a whole school approach to reading and led to an improvement in literacy throughout the school.

The consolidation of First Steps in Writing was also a contributing factor to literacy improvement. The introduction of First Steps in Maths contributed greatly to improved numeracy standards.

Reading Recovery provided 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 School continued to be involved in the wider community by helping at the Red Cross Door Knock Appeal and providing visits and entertainment to the more senior and aged care members of our community. Student in the year 4 / 5 class visited the local aged care facility to read to and talk with the patients.
Students from years 5 and 6 were active participants in the Making Jesus Real program, and other classes were given the opportunity to participate in this program at least twice a term. All stages were involved in the preparation of and participation in a Parish Masses once a term.
The SRC organised successful fund raisers for the Missions.
Through the above initiatives students became aware of those less fortunate and in need of support and help. They developed respect for the older members of the community and learnt the importance of responsibility when organising an event.
Our students joined with Holy Trinity at West Wagga to celebrate NAIDOC week and were provided with opportunities to learn about and respect our Indigenous heritage and culture.

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
My child (son or daughter) is usually happy at St Joseph’s School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>64%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

Students
I am usually happy at {school name here}.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>68%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Staff
I am usually happy at {school name here}.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
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Financial Statement Summary

About This Report
This report was written in February 2013, using available information from the 2012 School Improvement Plan, school policies, weekly newsletters, surveys and reports accessed by the school community as well as data supplied by the Catholic Schools Office, Wagga Wagga.
The Principal and School Council were responsible for this report.