Annual Report
St Joseph’s Primary School, Narrandera

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The School
St Joseph’s School is a Catholic, coeducational, Diocesan Primary school situated in Narrandera NSW in the Diocese of Wagga Wagga.
St Joseph’s School is an integral part of St. Mel’s Parish. During 2012 the school had an enrolment of 187 children.

Catholic Identity
St Joseph’s Primary is part of the evangelising mission of the Church. St Joseph’s is a faith community, learning together, building the kingdom of God. The Staff have worked hard at continuing its mission to ‘Carry forth the Good News to every sector of the human race.’ St Joseph’s has endeavoured to meet the needs of the whole school community by:
- Providing Religious Education Programs, which enhance knowledge, understanding and practice of our Catholic faith.
- Creating a Catholic community where all staff and students treat each other with respect.
- Valuing the parent’s role in the education of their child.
- Ensuring Gospel values are reflected in the curriculum
- Promoting peace and love
- Being inclusive
- Reaching out to those in need.
- Encouraging all staff and students to grow spiritually and live out Gospel values.
- Treating others with honesty and respect.
- Fostering, appreciating and celebrating cultural diversity.
- Teaching a comprehensive and balanced curriculum
- Fostering learning as a lifelong process.
- Engaging children in their learning and decision making process.
- Providing a happy and a safe environment
- Incorporating a range of learning styles
- Providing an education for students, which will prepare them for life.
- Promoting continual renewing of knowledge and skills
- Promoting a responsible attitude towards care for the environment
- Reflecting on our practice of all of the above.
At St Joseph’s, Religious Education is taught each day by committed, trained staff. It is integrated throughout all Key Learning Areas. In this subject, students are given opportunities to grow in their understanding of God and His love for us as well as develop their knowledge of Jesus, His Son, and the Holy Spirit.
In 2012 students were offered opportunities to receive the Sacraments of Reconciliation (Year 2), First Eucharist (Year 3) and Confirmation (Year 6). Students other than Catholic are included in all lessons, and have opportunities to participate in these special Sacramental celebrations.
St Joseph’s were involved in liturgical dance, Stations of the Cross and Christmas Carol singing in the community.
During 2012 each class and the whole school regularly celebrated masses, liturgies, feast days and Year 6 graduation. Parents and parishioners were invited to attend each of these special events. Staff participate in formal prayer and reflection each day.
The REC and other teachers furthered their understanding of RE with a number of days spent completing professional learning activities and a staff Spirituality Day within the school at Narrandera.

A Message from key School Bodies
2012 School Council Report – St Joseph’s School Narrandera

Delivery of a number of significant projects were highlights of another busy and productive school year for St Joseph’s Narrandera in 2012. The final installation and commissioning of a large solar photovoltaic array on the roof of the John O’Brien Hall following on from Federal Government funding received in 2011 was one of the more visible achievements. This was complimented by a number of other projects that continue; with planning to be connected to the Narrandera shire councils recycled water program, safety works to the cricket nets and refurbishment of the old administration block to house a new library all progressing across the year.

The school was able to support the School Council’s vision, and with help from the CSO, took delivery of upgraded IT technology during the year. This included 30 netbooks and two iPads. These have been gladly welcomed into the classrooms by students and teachers alike.

Academically the students continue to represent our school proudly with some excellent individual results returned in external examinations as well as significant
improvement reported as the various classes’ progress through NAPLAN testing. Such results are founded on the continued support of the dedicated teaching staff that strive to help the children perform to the best of their ability. Staff have also enthusiastically embraced training across many areas including the National Partnerships program with the results benefiting all involved with the school.

The St Joseph’s P & F continues to support the school community and very successfully ran a number of fundraisers across the year, including the spring fair, allowing a large donation to help the school.

We also thank Father Tony and the St Mel’s Parish for support and guidance across the year and welcome Mrs Julie Flynn as the new Religious Education Coordinator.

The school council continues to provide ideas, assistance and advice to Graeme in a number of areas including ground care and maintenance, projects to upgrade playground facilities, improving the schools entrance and the formalisation of a fees policy.

At the end of this year there was a significant turnover of members from the council and I would like to thank Alistair Hayward (outgoing president), Helen Ryan (outgoing secretary) and Susan Forrest for their four years, and Suzie Litchfield for two years, of service to the council. Fortunately we have been able to secure replacements for these members and welcome Dave Sergeant, Connie Longobardi (treasurer), Scott Ragen (secretary) and Jill Robinson to the St Joseph’s School Council for 2013. The School Council looks forward to continuing its role supporting the school across the coming year.

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

NAPLAN results for 2012 indicate that the school’s results are substantially above or above the average of statistically similar schools in most areas of literacy and numeracy for Years 3 and 5. Results also indicate substantial growth in Literacy.

**Professional Learning**

The staff and Leadership Team from St Joseph’s has been involved in a number of professional development activities both in school and in their own time. These include, the Early Literacy Project, First Steps in Reading, National Partnership Leadership, Using Technology in the Classroom, Literacy and Numeracy Networks, Google docs., Vianney College RE, Curriculum Review Process, Best Start Training, Phonemic Awareness, Inquiry Based Learning, SENA Maths, CPR, Sharing Our Story, KLA Network Days, NAPLAN Analysis, Reading Recovery, Diabetes Information Training, Anaphylaxis Training, OH&S Training and Child Protection.

**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.

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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>12</td>
<td>12</td>
<td></td>
<td>12</td>
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**Workforce Composition**

The workforce at St Joseph’s School consists of 6 full time teachers, 1 full time Principal, 5 part time teachers, 1 part time specialist music teacher, 1 full time secretary, 2 full time teacher assistants, 1 full time indigenous office assistant trainee, 1 part time cleaner, 1 part time library assistant and 1 part time grounds person.

**Student Attendance**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
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<tbody>
<tr>
<td>Year 6</td>
<td>93.73%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.50%</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.26%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.03%</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.05%</td>
</tr>
<tr>
<td>Kinder</td>
<td>93.31%</td>
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Student Non-Attendance
Class rolls are marked electronically on a daily basis. Significant student absences are reported to the Principal to follow up with the parents. At the end of each term parents are asked to complete an Unexplained Absences Sheet and return it to the school. The Principal follows up absences with parents. A report of all student absences is generated and filed at the end of each term.

Enrolment Policy
NSW legislation allows for the enrolment of children who turn 5 before August 1. At St. Joseph's School, parents seeking to enrol their child / children who turn 5 after May 30 are advised of possible implications. The closing date for enrolment is advertised in the School Newsletter, the Parish Bulletin and the Narrandera Argus.

Characteristics of the Student Body

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>97</td>
<td>16</td>
<td>0</td>
<td>186</td>
</tr>
</tbody>
</table>

*Linguage background Other Than English

School Policies

Discipline
At St Joseph’s school we believe that children respond best to an approach that encourages and rewards positive, independent behaviour. Our Discipline Policy reflects this. Corporal punishment is prohibited in our school.

Student Welfare
At St. Joseph’s School believe that every child has a right to be safe and feel safe. Our student welfare policies and practices guide us in achieving these goals.

Complaints and Grievances
The school has adopted an approach to resolving complaints and grievances that is based on procedural fairness, it recognises that parents/ caregivers and students must have access to processes that allow them to resolve concerns in a supportive and conciliatory way. Parents/students with a complaint are encouraged in the first instance to contact their class teacher. If the need then arises contact with the Principal and the CSO may be appropriate.

Changes to School Policies
Copies of the above policies can be obtained by writing, emailing or phoning the school.

Improvement Targets
Religious Education, English and Mathematics were targeted Key Learning Areas for 2012. Targetted foci areas in English in particular being spelling and comprehension. Targetted areas in Mathematics included interpreting data from graphs, place value and improving instant recall of number facts. An additional goal was to integrate Inquiry Learning into the pedagogical practices of each classroom.

Initiatives Promoting Respect and Responsibility
At St. Joseph’s School, the Principal, Parish Priest and staff model respect and responsibility to each other and to the students. At St. Joseph’s School, emphasis is placed on student leadership, self-respect and responsibility. Each class composes cooperatively its own responsibilities and consequences at the beginning of each year. These norms are referred to frequently and focused on according to the needs of the students. Visuals prompts are used for some students. Respect and responsibility permeate St. Joseph's Religious Education Program and Pastoral Care Policy.

Senior students have many opportunities to accept a leadership role in the school. Other students, right from Kindergarten, are encouraged to show respect and carry out responsibilities in the day-to-day running of their classrooms and in the playground.

At St. Joseph's School, discipline is viewed as preventative, corrective and supportive. No form of bullying is tolerated.

Pastoral care at St. Joseph’s is an expression of what we believe about relationships with God and with others. Respect and responsibility are encouraged and demonstrated through child protection policies, programs promoting self-esteem, programs that teach life skills, the provision of school counseling services through Centacare; Community Service programs such as Landcare, fundraising for victims of disaster and Seasons for Growth – a grief and loss program.

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>56%</td>
<td>44%</td>
<td>%</td>
<td>%</td>
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</table>

Students
I am 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>62%</td>
<td>37%</td>
<td>1%</td>
<td>%</td>
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Staff
I am usually happy at St Joseph’s School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>56%</td>
<td>44%</td>
<td>%</td>
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Financial Statement Summary

About This Report
The Principal and staff contributed to the writing of this report. Contributions were also received from the School Council.