Annual Report

St Joseph’s Primary School, Junee

CONTACT DETAILS:

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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 and all students

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 2013 the School Council worked with the school as part of National Partnerships to develop strategies to engage parents in their children’s learning. The school worked in developing a Reading Recovery program that 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 Deb Ball which was a major fund raising event for 2013.
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.
Council members also had the opportunity to be on interview panels for selection of school staff, including a new Assistant principal for 2014.
Alison Ashley
School Council Chair Person 2013
Student Outcomes in Standardised National Literacy and Numeracy Testing

**Literacy and Numeracy Testing**
Trend data in year 5 indicates an increase in all NAPLAN areas other than writing. Trend data for Year 3 students is not consistent with the data in year 5.

**Professional Learning**
In 2013 staff from St Joseph’s Junee received professional development in using the PHRIS payroll system, and Best Start. One staff member participated in a project to better understand children affected by Autism. Staff members were involved in the Kinder to Year 6 literacy network days and First Steps Reading training. Staff also had training in Curriculum Reviews. Staff were in-serviced in Faith Story and Witness and all staff were involved in the introduction to the NSW English syllabus. Staff continued 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, and Observation Survey.

**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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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>TOTAL</td>
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<tr>
<td>8</td>
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<td>8</td>
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Workforce Composition
As at the end of 2013 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
*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>Kinder</td>
<td>90.68%</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.05%</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.33%</td>
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<tr>
<td>Year 3</td>
<td>89.65%</td>
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<tr>
<td>Year 4</td>
<td>88.16%</td>
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<tr>
<td>Year 5</td>
<td>85.96%</td>
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<tr>
<td>Year 6</td>
<td>89.21%</td>
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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**

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<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tr>
<td>59</td>
<td>51</td>
<td>3</td>
<td>3</td>
<td>110</td>
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*Language background Other Than English

**Structure of Classes**

The classes at St Joseph’s School were structured the following way in 2013:

- Kindergarten
- Year 1
- Year 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**

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 2013 St Joseph’s worked on embedding a contemporary pedagogical platform to build teacher capacity and improve student learning.

Student literacy and numeracy levels were targeted to raise student achievement within and across the curriculum.

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.

St Joseph’s also implemented a framework for passing on the Catholic Faith, life and culture of the school.

Being a Partnerships school gave opportunity to employ extra staff to assist with targeting literacy and numeracy in the early years.

Reading Recovery 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 a 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 senior students support the Red Cross by helping out on their door knock day.

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 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>
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<tr>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
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Students
I am usually happy at St Joseph’s School

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<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>85%</td>
<td>15%</td>
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Staff
I am usually happy at St Joseph’s School

<table>
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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>100%</td>
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Financial Statement Summary

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<td>78%</td>
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About This Report
This report was written by the Principal and Executive with input from the School Council using records from 2013, school newsletters and parent surveys.