2013

Annual Report
St Joseph’s Primary School, Culcairn

CONTACT DETAILS:

PRINCIPAL: John Carey
ADDRESS: 8 Blair Street
          Culcairn NSW 2660
PHONE: 02 6029 8577
WEBSITE: web.sjcuvw.catholic.edu.au
EMAIL: info@sjcu.wagga.catholic.edu.au
The School
I present the 2013 annual report for St Joseph’s Primary School Culcairn.

Any questions or queries regarding this report may be directed to the Principal.

The school website has up to date enrolment information and key dates for 2014.

Our school website has a record of events over the course of 2013 in our student gallery.

Catholic Identity
We thank our Parish Priest Father Terence Mahedy and Sr. Marie de Pores Sister of St Joseph. Sadly Sister Marie retired towards the end of 2013.

We recognise the role Father Terence played in 2013 for our students with Eucharist, Reconciliation, the School Council and Parish based Sacramental Programmes.

We recognise the work of Sr. Marie in our Sacramental Programmes and the support she offers our school community. She will be sadly missed.

Catholic Identity
St Joseph’s Primary School Culcairn is fortunate to be a Parish School and our links to the Parish and hence wider community through this relationship is key to our Catholic Identity.

In 2013 we celebrated the Sacraments of Eucharist and Reconciliation.

We witnessed to our Catholic Identity through the celebration of Catholic School’s Week, major Feast Days and beginning and ending each term with School Mass.

We celebrated St Joseph’s Day and St Patrick’s Day.

Fund raising for Project Compassion occurred during Lent.

We also shared in learning activities that enhanced the attainment of outcomes within a variety of settings. These include;

Special Liturgies such as our Palm burning Liturgy and School Masses
Easter Liturgy, Swimming Carnivals at Local, Deanery and Diocesan level, St Patrick’s Day, St Joseph’s Day, Cross Country Carnivals, Easter Egg hunt, School Athletics Carnival, Deanery Athletics Carnival, Maths and English competitions, Athletics at Alexandra Park, Diocesan Cross Country Carnival, ANZAC Day March, Book Week activities, 4/5/6 Excursion to Canberra, , Feast of St Mary of the Cross Mackillop, Pre School Orientation, HMFD, Yr 3 & Yr 5 NAPLAN, Dance Programme, Culcairn Show School Display, Debating, Young Leaders Day, Mufti Day for Mission Week, Life Education Van, Rotary Spelling Competition, 2/3 Borambola Excursion, School Photos, Graduation Mass, Premier’s Reading Challenge, Carol Singing and our End of Year Swim Programme.

Our underlying beliefs
St Joseph’s Primary School is conscious of the need to teach our students to be Spiritual, Inquirers, Thinkers, Reflective, Adaptable, Knowledgeable, Communicators, Collaborative, Principled, Caring, Global Citizens, and Healthy.

It is our desire for children to continue their lifelong learning in these key areas. These exit outcomes direct much of what we do at St Joseph’s Primary School Culcairn.

We recognise parents as the first educators of their children and we encourage strong relationships between home and classroom.

We believe it is important to participate fully within the community, and our classroom and whole school programmes are designed to ensure all students have equal access to the curriculum at our school as well as understanding their place within community.

2013 Staff Report
We thank Mrs Jo Palmer for her role as State Action Plan teacher, Release Teacher 4/5/6 Improving Literacy Numeracy National Project teacher.

We recognise the role of our Reading Recovery Teacher Mrs Geraldine Hocking

We recognise Kirsty Browne’s role in our school over terms 1 and 2 within her roles as State Action Plan teacher.
Thank you to Jacinta Singe, our School Secretary for her work in the office, library and for all the many jobs around the school.

We also thank Sue Honeywill, our Teacher Assistant for her extra work and desire to help in all areas associated with our students and Parish Community.

And we thank Sue Bourke for her work as not only our Teacher Assistant but as leader of our Active After School Sport.

Parent Community
I thank our parents for helping in the canteen, attending sport carnivals, volunteering in classrooms, helping out with the mowing roster, attending working bees selling raffle tickets, catering for Lions and Rotary Club dinners, providing transport to debates and generally supporting their children by being present at School Masses and Sport Carnivals.

Awards for the year 2013

Premiers Reading Challenge:
K/1- Opal, Justine, Iilysh, Thomas S, Charli, Alex, Shontelle, Oscar, Brodie L, Samuel, Millah.
2/3- Mitchell S, Hannah, Rachael.
4/5/6- Shakira, Hayden.
Gold Awards- Hayden, Rachael

K/1
Completion of Kindergarten Books:
Opal Davidson
Justine Naughton-Finlayson
Iilysh Retallick
Thomas Scheetz
Charli Shoemark

Achievement in-
Literacy: Brodie Lieschke
Mathematics: Brodie Lieschke
Most Improved in all KLA's:
Oscar Feuerherdt

2/3
Literacy: Harry Lee
Mathematics: Rachael Honeywill
Overall Achievement for 2013:
Matisse Ravenna

4/5/6
Achievement in
Academic Consistency: Jack Retallick
Literacy: Jack Retallick
Mathematics: Ryan Feuerherdt

Achievement in Religious Education:
K/1: Iilysh Retallick
2/3: William Lieschke
4/5/6: Faith Doyle

Achievement in Human Society and its Environment:
K/1/2: Thomas Scheetz
3/4/5/6: Georgia Merriman

Achievement in Science & Technology:
K/1/2: Mitchell Shoemark
3/4/5/6: Riley Knobel

Achievement in Creative Arts:
K/1/2: Grace Pilbeam
3/4/5/6: Riley Knobel

Achievement in PDHPE:
K/1: Charli Shoemark
2/3: Grace Doyle
4/5/6: Maddison Clancy

Special sports award-
Swimming Champions-
11yrs Girl - Faith Doyle
11yrs Boy - Kyle Knobel
Snr Girl - Sophie Scheetz
Snr Boy - Riley Knobel
SWD- Hayden Honeywill

Athletics Champions Holbrook-
Jnr Girl- Jorja Lee & Grace Doyle
Jnr Boy- Austin Scheetz
11yrs Girl - Faith Doyle
11yrs Boy- Charles Lieschke
Snr Girl- Sophie Scheetz
Snr Boy- Riley Knobel
SWD- Hayden Honeywill

Athletics Champions Culcairn-
Jnr Boy- Austin Scheetz
11yrs Girl - Faith Doyle
11yrs Boy- Charles Lieschke
Snr Girl- Sophie Scheetz
Snr Boy- Riley Knobel
SWD- Hayden Honeywill

Deanery Reps-
Austin, Mitch, PP5 Charles, Faith, Tess Sophie

Cross Country Champions-
5yrs Girl- Charli Shoemark
6yrs Girl- Justine Naughton-Finlayson
8/9yrs Boys- William Lieschke
10yrs boy- Austin Scheetz
11yrs Girls- Tess McGrath
SWD- Hayden Honeywill
Diocesan Rep- Tess & Austin
AFL- Diocesan Rep
Mitch Thomas
Netball & Football (Henty Community Bank)-

Leaving families
Thomas

2013 School & Sports Captains
School Captains Sports Captains
Captain: Georgia Captain: Tess
Captain: Ryan F Captain: Charles

SRC: Faith, Kyle, Ryan O & Shon

Lions Club Citizen of the Year
A reliable and responsible person. This person is considerate of the needs of others in our school community
Riley Knobel

Rotary Sports Award
Faith Doyle

Billabong Encouragement Award
Developed leadership presence in the school. Worked to the best of her ability.
Riley Knobel

Academic Achievement Award
Jack Retallick

School Captains Sports
Captain: Maddison Captain:
Sophie Captain: Jack
Riley Captain: Ryan
SRC: Hayden Captain: Charles

SRC: Faith, Kyle, Ryan O & Shon

Special Award:
Spirit of St Joseph’s Award
Faith Doyle

Presentation to Yr6
Maddison, Hayden, Riley, Jack, Sophie, Mitch, Grace.

Yr 6 presentation to the School:
Jack Retallick & Yr 6

A Message from key School Body
We continued to meet the challenges the School Council faced in 2013. In 2013 we failed to elect a new President, Vice President and or Treasurer and pushed on with all incumbents in quasi roles.

Our major fundraising activities continued to be Easter Raffle, Dinner on the Court, Catering throughout the year for a variety of community functions and the Henty Machinery Field Days.

Major works completed included new Security fencing of the front of the school.

I would like to thank parents who helped throughout the year with the mowing roster and our working bees.

2013 Report

Student Outcomes in Standardised National Literacy and Numeracy Testing
Information through the My School website provided parents with the opportunity to reflect on the outcomes of National Literacy and Numeracy testing in 2013.

Our school had some pleasing levels of achievement across key areas assessed in 2013.

Information available through the My School website is available for all interested parties to consider.

Data gathered through the NAPLAN testing is used by our Teachers, in consultation with Support Personnel from the Catholic School’s Office, to help focus and plan teaching emphasis in the classroom for 2014.
Professional Learning
Professional Development Days, which are supported by the community, allowed staff to continue the development of their skills.

Professional Development Days included 1st Aid and Resuscitation, Child Protection and Asthma 1st Aid training,

Opportunities for Teacher Professional Development were also provided through staff meetings.

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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<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
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<tr>
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<td>4</td>
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The Teaching staff at St Joseph’s Primary School have the appropriate qualifications necessary to teach K-6.

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>90.53%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.07%</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.79%</td>
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<tr>
<td>Year 3</td>
<td>95.53%</td>
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<tr>
<td>Year 4</td>
<td>93.13%</td>
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<tr>
<td>Year 5</td>
<td>92.24%</td>
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<tr>
<td>Year 6</td>
<td>93.98%</td>
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Student Non-Attendance
Non attendance is managed through regular contact with the parent body. All unexplained absences were followed up and written confirmation of absence or verbal communication was sought to ensure explanations are documented.

Enrolment Policy
Our school follows the enrolment policy as directed from the Catholic Schools Office.

ENROLMENT POLICY FOR DIOCESAN SYSTEMIC SCHOOLS Policy Statement
All parents give a firm commitment that they accept and support the life, nature and identity of the Catholic school, including the participation of their children in religious education programmes. No enrolment is denied simply because of an inability, as against an unwillingness of the parents/carers to pay. N.S.W. Legislation allows for the enrolment of children into Kindergarten who turn five before 1 August. Parents of children who turn five after 30 May are advised by the principal of the possible implication for their child. Students are to start school by the age of 6. The closing date for enrolment in a class for the following year is advertised through the Parish newsletter, feeder schools and public notices. Enrolments after closing date are accepted depending on suitability, the criteria in (i) or (ii), and vacancy in the year group. Priority Enrolments Date of application is used to determine a priority order within a category.

(i) Primary Schools:
1. Catholics within the Parish.
2. Catholics outside the Parish.
3. Non-Catholic students in agreement with Catholic ethos.

Parent Responsibilities All parents applying to enrol their children in a Catholic Diocesan school complete the official Application for Enrolment form and return it by the due date. Parents are prepared to abide by the provisions of that form, especially with regard to the support they give the school in the Catholic education of their children. The enrolment process usually includes an interview between
the prospective student, parent/carer and principal to ascertain readiness and suitability of the student for the school.

**Characteristics of the Student Body**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig</th>
<th>LOTE*</th>
<th>TOTAL</th>
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<tr>
<td>28</td>
<td>22</td>
<td>3</td>
<td>0</td>
<td>50</td>
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*Language background Other Than English

There were three main class groupings in 2013:
- K/1
- Yr 2/3
- Yr 4/5/6.

**School Policies**

St Joseph’s has School Policies that support Student Welfare through our Pastoral Care Policy incorporating behaviour management, bullying, uniforms, excursions & student health.

Following is a description of the School's major responsibilities in the area of Pastoral Care:
- Reflect our DUTY OF CARE
- State our behavioural expectations
- Enhance development of respect and understanding for each member of the school learning community.
- Supports that students learn most effectively in a secure, ordered and well-disciplined environment. Teachers and students share responsibility in the development of self-discipline and the ability to select appropriate behaviours.
- Recognises that students have the right to learn in a school environment, which models and encourages a concern and respect for others. **Bullying will not be tolerated.**

Our School Community, cooperating with parents, CSO and wider Parish Community can achieve this purpose through learning programs and support.

**Promoting Personal Development of Students**

The school contributes to the personal development of students by providing opportunities for them to:

- gain the satisfaction associated with challenge and achievement;
- develop understanding and skills in communication and interpersonal relationships;
- develop a realistic and comprehensive self-concept and enhance their self-esteem;
- develop their interests and abilities;
- develop their personal values within a framework of broadly accepted community values;
- develop their skills in decision making;
- assist them to understand their own feelings and behaviour and those of others;
- value cultural differences;
- be caring and supportive of others; and
- contribute positively to the life of the school.

**Ensuring the Safety and Well-Being of Students**

The school enhances or protects the welfare of its students by:
- maintaining a school and classroom environment conducive to learning;
- ensuring a safe and secure environment where basic needs are met (refer to Glasser in Mindfields of Behaviour document) and where students are protected from harm (see Procedure 5 regarding bullying); and
- encouraging appropriate forms of behaviour (see Behavioural Management Programme).

**Remedial Measures to Overcome Specific Difficulties**

Teachers in the school make every effort to:
- assist students optimise their participation in school programs;
- cater for specific learning difficulties and needs;
- cater for the emotional and physical needs of all students; and
- address behavioural problems.
Implementation procedures set out in this Pastoral Care Policy include:
1. NORMS - the school rules
2. appropriate behaviour reinforcement procedures
3. inappropriate behavioural management
4. school routines
5. statement on bullying
6. rules for bus travel
7. statements on uniforms, excursions and sporting events
8. school organisational procedures in health issues
9. leaving school grounds notification procedures

The full text of our Pastoral Care Policy is available as a hardcopy through the School’s front Office.

Discipline Policy
We work to meet the needs of our students through our school’s Behaviour Management Programme.

The underlying philosophy of our Behavioural Management Programme:

Behaviour is measured against our classroom and whole school NORMS.
Behaviour has consequences and at St Joseph’s Primary School we intend to state clearly the consequences for choices in behaviour.
Our school’s Vision and Mission Statement verbalises the purpose of our school.
Our Behavioural Management Programme recognises our school’s Vision and Mission statement. It is designed to help our school community achieve its vision and satisfy its mission.
Our Vision is to have all children choose appropriate behaviour within a variety of settings.
Our mission is to provide a clear structure and supportive environment for students to recognise appropriate behaviour and consequences and to recognise inappropriate behaviour and consequences.
It is just.

School Rules (NORMS) are developed at classroom level, whole school and community level at the beginning of each year. NORMS are reviewed at classroom and school level at the beginning of each term.

- students are made aware that NORMS are necessary for their safety and well being;
- students are involved in the process of developing NORMS and will be made aware of the consequences;

Whole School Norms
Fairness
Respect & Concern for others
Students will:

- treat others fairly
- respect the needs and safety of others
- demonstrate concern for others and contribute to the safety of themselves and others

Classroom NORMS
To assist classroom management, teachers, together with their students establish NORMS for their classroom early in the year. They should include;

- communication
- safety
- movement
- manners
- disputes
- learning

Some Playground Norms (general)
- No hat - restricted play during terms 1 and 4
- Always play safely
- Play in the right place at the right time
- Respect other students and adults
- Play co-operatively
- Don't run on cement paths/verandahs
- Look after your school and its environment

Complaints and Grievances Procedures
Access to Complaints and Grievances procedures are an important response to God’s Mission and promote ideals of fairness and justice.
St Joseph’s Primary School provides access to the CSO policy for Complaints and Grievances. Details may be found on the Catholic Schools Website.

www.csoww.catholic.edu.au
Improvement Targets
Following is a Summary of our Main Renewal targets for 2013 as presented in our School Renewal Framework.
The following key areas of Faith, Care, Learning, Service and Stewardship in 2013 are reported against here.

Faith
RE Syllabus alignment and assessment
Indicators for our success included RE Assessment, Staff reflection days, Connections Programme participation, Making Jesus Real participation, Liturgy, prayer and worship.

Care
Continuing non-curricula and curricula policy development.
Indicators for our success included NORM development and Language classes.

Learning
Literacy – Numeracy
Indicators for our success included First Steps Number, Numeracy assessment, ICT training and the Learning Framework.

Service
Stewardship
School Vision and Mission statement alignment
Assets register update

Initiatives Promoting Respect and Responsibility
Respect and responsibility are behaviours and attitudes that we develop at a whole school level through the development of Classroom NORMS at the beginning of each year.

Whole School NORMS are revisited regularly through school assemblies and when necessary at an individual level.

Our approach to respect and responsibility is evident in the underlying philosophies in our Behaviour Management Policy.

St Joseph’s was also part of the Diocesan programme Making Jesus Real. This allowed the development of real life behaviours and strategies to ensure respect and responsibility was lived and witnessed to by our senior students.

Community Satisfaction
In 2013 the following information was gathered through a survey to parents and students.

A survey for student and parental satisfaction in areas that relate to their child’s wellbeing as well as information presented to the community.

The data gathered is summarized in the following tables.

The newsletter is informative

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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>60%</td>
<td>40%</td>
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The school website shows what students are doing at our 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>40%</td>
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Parents
My child is usually happy at St Joseph’s

<table>
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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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Students
I am usually happy at St Joseph’s

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Financial Statement Summary

About This Report

This report was written by the Principal of St Joseph’s Primary School, Mr. John Carey.