Annual Report

St Joseph’s Primary School, Leeton

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The School
St Joseph’s school is a vibrant community of 14 classes ranging from Kindergarten to Year 6 with a total of 336 students. They are country children from supportive families. We have a teaching, clerical and support staff who are dedicated and committed to our school community.

During 2013 Stage 3 experienced 21st Century learning in the Village learning environment. Year 2 brought their learning environment alive in the renovated upstairs classroom on the top level of the Lacey Building. The Old Church Building was alive with Year 1 as well as Year 4 and Kindergarten and Year 3 occupied San Antonio creating a learning environment where all students had the opportunity to develop strong Literacy and Numeracy skills, Create and Inquire.

All students enjoyed experiencing dance and music lessons in the newly refurbished bottom level of the Lacey Building.

Catholic Identity
St Joseph’s Leeton is a Catholic, Christ centred school. Our foundations were laid by the Josephite Religious order who established our school. We’d like to acknowledge and thank the Sisters’ of St Joseph for their commitment and dedication over many years in bringing strong Catholic Education to the children and families in Leeton and the surrounding area. They came to Leeton in difficult circumstances and times, to establish our school. We have acknowledged and we celebrate their contribution with our round stained glass window in the new library. The window shows the baptism of water on the bottom. The Josephite cross is very distinctive and the gum nuts and leaves represent the bush where Mary Mackillop lived and worked. The Southern Cross represents our country, Australia. Thank you so much to the Sisters’ of St Joseph for giving us the foundation and strong building blocks of our school.

The children participate in daily religion lessons based on the ‘Sharing Our Story’ Religious Education Syllabus, which is used by every school in the Wagga Wagga Diocese.

Students are involved in daily prayer, liturgy and sacramental programmes. First Friday masses are attended by the whole school and organised by classes on a roster basis.

Classes attend Friday parish masses throughout the year. In addition, our school organises Sunday masses on a monthly basis. We work closely with the parish state school sacramental programme, with both state and St Joseph’s students celebrating the sacrament together. Our priests are regular visitors to the classrooms, playground and staffroom.

Staff and students wholeheartedly support the work of Caritas and Catholic Missions with ongoing fundraising and celebrate Catholic Mission week each year by setting up stalls to raise funds.

A MESSAGE FROM KEY SCHOOL BODIES

St Joseph’s School Council Report for 2013
The School Council fulfilled its main role of providing help and support to the school principal, Mrs Helen Mulholland, with the management of the budget and planning the future direction of the school. The School Council consists of parents who have been nominated and elected by the parent community. The school finances are a major focus for them as they plan and implement the budget for the year. The support of the School Council Members is always appreciated.

St Joseph’s Parents and Friends Association
A band of very committed parents make up our Parents and Friends Association. Throughout 2013 this group of parents worked very diligently and enthusiastically to raise funds to buy resources for the school through many and varied fundraising projects. The major fund raiser was a movie night which was a fun night for all.

2013 has been another successful year for the P&F committee and we thank you and all your respective family members for your wonderful support, efforts and hard work throughout 2013.

Student Outcomes in Standardised National Literacy and Numeracy Testing
The Naplan results for 2013 were very positive and reflected our school’s high level of academic attainment. The percentage of students who achieved above the minimum standard in Years 3 and 5 for 2013 are as follows.

Year 3
Writing – 100%
Reading – 100%
Spelling – 100%
Grammar & Punctuation – 95%
Numeracy – 98%

Year 5
Writing – 91%
Reading – 95%
Spelling – 100%
Grammar and Punctuation – 100%
Numeracy – 95%

Professional Learning
Professional learning is highly valued by staff at St Joseph’s. All staff participated in many professional learning opportunities this year. The following is a summary of professional learning at St Joseph’s in 2013.
- A Community of Faith
  o Spirituality Day
  o Connections & Executive retreats
- A Community of Care
  o Restorative Practice
- A Community of Service
  o Shared Leadership and Community Building
- A Community of Stewardship
  o 21st Century Learning Environment
  o ICLT Infrastructure
- A Community of Learning
  o Meaningful Learning
    ▪ Keys to Success
    ▪ Inquiry Learning
    ▪ Habits of Mind
    ▪ Lee Crocket 21st Century learning fluencies
  o Naplan Analysis and Action Plan

Teaching Staff
All teaching staff at St Joseph’s Leeton have teaching qualifications from a recognised higher education institution within Australia.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>nil</td>
<td>nil</td>
<td>22</td>
</tr>
</tbody>
</table>

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.

Workforce Composition
The St Joseph’s staff range in age from early career teachers to experienced teachers who have been teaching for 30 years. Most staff originate from country N.S.W. Some staff members have taught at several schools of a different size and culture.

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>90.83%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.87%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.35%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.77%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.45%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.64%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.05%</td>
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</tbody>
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Student Non-Attendance
The class teacher takes the class roll each day, which is electronically recorded at the school office. Non attendance of students must follow by a note of explanation from the parents. A follow up reminder note is sent home to parents if notes are not sent in. The teacher notifies the principal if notes fail to be sent in and if the non attendance is common practice. Meetings with parents, principal and the class teacher follow to resolve this issue. Parents are to notify the school within 7 days of their child returning regarding the reason for the absence. If this is not done the child will have an unexplained absence recorded. Parents must notify the school of any leave that is between 5-100 days. An exemption certificate can be issued by the principal if approved. If the leave is longer than 100 days parents must apply in writing to the Director. (In accordance with the Education Act 1990 section 24 and section 25)
Enrolment Policy
Enrolment forms must be completed prior to the interview. Copies of all necessary documentation need to be taken to the interview. The enrolment form has been developed to support schools in determining eligibility for support or funding for some students including international students and students with special learning needs. The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student’s educational needs, the capacity of the system to provide the level of support services required and the funding available.

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>179</td>
<td>153</td>
<td>10</td>
<td>16</td>
<td>332</td>
</tr>
</tbody>
</table>

School Policies

**Discipline**
The School’s Welfare Policy acknowledges students who are well behaved. It also outlines the procedures for working with students with behaviour difficulties. For students who require removing from the playground, a time out and detention area is available. This gives the detention teacher an opportunity to follow up an incident by interviewing all students involved. An appropriate withdrawal time is determined by the detention teacher after consultation with the classroom teacher. A letter is sent home to parents and meetings planned if necessary. A proactive approach is to provide an activity area for the students who feel they need time away from the playground. Such students are encouraged to invite a friend to go with them. This opportunity is also for students who find the playground activities unsuitable or for the children who may need some quiet time.

**Student Welfare**
Students learn to care, respect and trust others in an environment that is experienced as ‘community’. In a community where students feel connected with each other, responsible and caring individuals are created. The following school policies can be accessed at the school.

- Pastoral Care Policy
- Health Care Policy
- Discipline Policy
- Students with Additional Needs Policy
- Road Safety Policy
- Students Code of Conduct Policy
- Critical Incidence Policy
- WH&S Policy
- Chemical Safety Policy

**Complaints and Grievances**
The school’s approach to resolving complaints and grievances is based on procedural fairness. It recognises that parents, teachers and students must have access to a process that allows them to resolve concerns in a supportive and conciliatory way. The above policies can be accessed at the school. The following is a link to the Catholic School’s Office policies at their public website: [http://web.csoww.catholic.edu.au/](http://web.csoww.catholic.edu.au/)

**Changes to School Policies**
It may be necessary to make changes or update school policies. As this need arises, the whole staff will discuss any issue and agree on the changes required. The changes are reported in the staff meeting minutes and the Curriculum Co-ordinator is then responsible for updating the necessary policy.

**Improvement Targets**
The school’s Annual Improvement Plan for 2013 involved the following curriculum areas.

- Connections and Executive Retreats
- Shared Leadership and Community Building
- 21st Century Learning Environment
- Involving goal setting
- Focus of students’ point of need learning
- Student voice
- Choice
- Teacher child conferencing
- Inquiry mindset
- 21st Century fluencies
- First steps Maths
- ICLT Infrastructure
- Meaningful Learning
  - Inquiry Learning
  - Habits of Mind
- Naplan Analysis and Action Plans
- Leadership Administration and Organisation
  - Executive Radpor
  - Executive Role Description
- Professional Development
  - As above
- Facilities and Resources
  - Technology
The 2012 School Renewal Framework saw the successful implementation of the following priorities:

- Policies Curriculum and Programs
  - RE Syllabus
  - Mathematics – working mathematically
  - Resilience Review
  - Technology – Interactive whiteboards
  - Curriculum Reviews – Religious Education and Creative Arts
- Leadership Administration and Organisation
  - Executive Radpor
  - Executive Role Description
- Professional Development
  - As above
- Facilities and Resources
  - Technology
  - New Learning Spaces

### Initiatives Promoting Respect and Responsibility

We place high value on promoting activities that develop in the children an awareness of good citizenship and helping those less fortunate than ourselves. Year 6 sponsored a child from St Jude’s school in Africa. They raised funds during the year to support him financially. The students raised money for Caritas during Lent, and Catholic Missions throughout the rest of the year, with a particular effort on Mission Day in October, which is run by the children.

Year Six students are encouraged to recognise their own growth in attitudes and values through the “Making Jesus Real” Programme. The “Making Jesus Real” is a program which aims to reflect on the great things that happen every day in our schools. The MJR message is: ‘Love God by loving your neighbour’.

The principles of Restorative Practice are used within the playground, classroom and ‘Time Out’ environments providing an opportunity to work with children so they grow and develop into responsible citizens. Treating others how you want to be treated is a focus for children to live by. We focus on a value in our “Word of the Week” programme. Children are encouraged to focus on values such as patience, respect and persistence. Values education continues in the classroom. Children are invited to participate in the Anzac Day March, visit Gralee School, our local school for children with special needs, and are regular visitors to the local aged care in our town to share their love of music with our senior citizens. The school choir also performs at our local Carols by Candlelight and Light Up Leeton Concerts at Christmas. All classes are invited to participate in our Leeton Eisteddfod.

Respectful, responsible behaviour is always expected. Keys to success support the children with behaviour and attitude and good learning practice.

### Financial Statement Summary

#### School Income

- Fees & Private Income: 67%
- State Recurrent Grants: 18%
- Commonwealth Recurrent Grants: 15%
- Government Capital Grants: 0%
- Other Capital Income: 1%

#### School Expenses

- Salaries, Allowances & Related Expenses: 80%
- Non Salary Expenses: 19%
- Other Capital Expenditure: 1%

### Community Satisfaction

The school regularly invites the community to provide feedback about the operations of the school. This feedback comes in many forms both written and verbal.

### About This Report

This report was collated by the school’s Executive Team. All Staff contributed to the content of the 2013 School Annual Report.