Annual Report

St Joseph’s Primary School, Wagga Wagga

CONTACT DETAILS:

PRINCIPAL: CAROLYN MATTHEWS
ADDRESS: Corner of Tarcutta and Johnston Streets
          Wagga Wagga
PHONE: 02 69215733
WEBSITE: HTTP://WEB.SJWW.CATHOLIC.EDU.AU
EMAIL: matthewsc@ww.catholic.edu.au
The School
St Joseph’s Primary School is a quality centre of learning where the faith life of students is nurtured and a wide range of teaching and learning opportunities are provided in a safe and caring environment. In mind always is our motto, ‘All things for God’ which inspires all to do their best in all aspects of personal and school life.

The school continues to have a stable enrolment with 184 students enrolled at the time of the August census.

During 2013 the school was involved in a comprehensive registration and audit process. The school community can be proud of its high level of compliance in all areas pertaining to education and learning, policy development and health and safety.

The Annual report summarises aspects of the life of the St Joseph’s School Community.

Catholic Identity
School Vision
We are:
• a Christ centred community which embraces the teaching, values and ministry of our Catholic faith.
• a community in which each member is to be acknowledged and nurtured in a unique, caring, respectful manner.
• a community which provides an education which nurtures the soul, body and mind and encourages an ongoing love of learning.
• a community that strives to provide a positive and safe environment for all.

St Joseph’s School is part of a long tradition of catholic education in Wagga Wagga. The first catholic school was established on this site in 1885. Over the years lay men and women and religious sisters from the Presentation Congregation have provided quality catholic education.

The presence of the clergy is evident in our school community. The parish priest visits regularly and attends Monday morning assemblies, many school meetings and gatherings. He actively contributes to the nurturing of the faith life of staff, students and families.

The school enjoys a rich liturgical life as part of the St Michael’s Cathedral Parish. Students from Years Three to Year Six regularly have the opportunity to receive the Sacrament of Penance. Year Three students prepared for and received the Sacrament of Eucharist in September and Year Two students received the Sacrament of Penance in November followed by a family celebration. Year Six students were confirmed at the Cathedral on Pentecost Sunday by Bishop Gerard Hanna.

St Joseph’s School has a comprehensive religion program developed by the Diocese of Wagga Wagga. It is the resource on which all teaching is based. The program covers the areas of Prayer and Liturgy, Life in Christ, Celebration of the Christian Mystery and the Profession of Faith. Students receive a thirty minute lesson daily. It is a developmental program with each year building on prior learning.

Year Three participated in a reflection day on the Eucharist facilitated by their class teacher.

Students in Years Five and Six are integrating the ‘Making Jesus Real’ programme into their class learning experiences.

Students from Years Four and Five were trained as altar servers. Sessions were conducted by our parish priest and a member of staff.

A key focus for the school community has been reaching out to those in need as part of the mission of the church. Each class nominated an activity that they would engage in to support the needs of others during the year.

Students engaged in activities to raise money to support the endeavours of CARITAS, Catholic Mission and St Vincent de Paul.

St Joseph’s feast day was a focus in the community with the school community celebrating Mass together and students engaging in activities focussing on the qualities of St Joseph and his life.
A Message from key School Bodies
The School Council had a full year. The body established priorities at the commencement of the year and focussed on these. The School Councils key achievements during 2013 were:

- working with principal to develop a five year maintenance plan for the school
- working bees to keep the school a safe and attractive place for all
- review of the school uniform shop

The School Council worked positively to support all endeavours of the staff and school community.

School Council Chairman

Student Outcomes in Standardised National Literacy and Numeracy Testing
The staff reviewed the data from the NAPLAN testing and were pleased with the results for our school. The detailed data is available from the My Schools website.

Staff members have identified strengths and areas to focus on in teaching and learning from the assessment data. Staff continue working to address the needs of learners particularly in the areas of Spelling, Grammar and working mathematically which were areas identified as focuses for 2012 and 2013.

Professional Learning
Developing staff knowledge and understanding of the Australian Curriculum was a major focus of professional learning during 2013. Teachers participated in two full days of learning with other teachers from the diocese and engaged in twilight sessions and staff meetings to ensure readiness to implement the Australian Curriculum - English in 2014.

All staff participated in a faith development day with the focus on continuing the mission of Jesus through our Catholic tradition and Presentation heritage.

Staff were also involved in the following:

- Literacy for 21st Century Learning – Lee Crockett
- Leadership retreats – organised by Catholic Schools Office
- ‘Wellbeing’ - CSO
- Best Start training - CSO
- Numeracy - CSO

- ACU conference – Sydney
- ‘Faith, Story and Witness’ – CSO
- First Aid
- ‘Keeping them Safe’ – online training – CSO
- CPR training - CSO

Teaching Staff
The NSW government requires that this report details 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>
</table>
| 11 | | | 11 | }

Workforce Composition
The staff is made up of 14 females who fill the following roles:

- 4 are full time teachers one of whom is the Religious Education Coordinator
- 5 part time teachers
- Principal
- 1 part time teacher assistant
- 1 part time school secretary
- 1 part time chaplain
- 1 part time tuckshop coordinator
- There is 1 male teacher who is the Assistant Principal

There are no indigenous employees.

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>93.78%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.82%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.38%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.63%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.43%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.56%</td>
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<tr>
<td>Year 6</td>
<td>91.24%</td>
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</table>
Student Non-Attendance
Student non-attendance is monitored through the following procedures that the school has in place:
- The class roll is marked daily by teachers with absences being carefully recorded.
- Parents/carers are to supply formal notification to the school explaining absences.
- Unexplained absences are initially followed up by the class teacher.
- In the case that absences are not explained or there is a significant absence pattern, the matter is followed up by the principal making contact with the parents/carers.
- In the event of many unexplained absences the principal contacts the Catholic Schools Office and Family and Community Services so that appropriate follow-up can be implemented.

Enrolment Policy
Our school implements the Diocese of Wagga Wagga Enrolment Policy.

Characteristics of the Student Body
as at 2013 August census

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>93</td>
<td>0</td>
<td>13</td>
<td>184</td>
</tr>
</tbody>
</table>

*Language background Other Than English

School Policies

Discipline
Our Discipline Policy is written with the welfare of the child as our highest priority. Our policy aims to ensure that each child is treated in a fair and Christian manner. Our policy and attitude promotes self-responsibility and care for one another. Students, as it becomes necessary are supported to improve and develop their behavior through behavior coaching and mentoring.
The school adheres to diocesan policy ensuring that no corporal punishment is used in the school. It does not sanction the administration of corporal punishment by non-school persons, including parents to enforce discipline at school.

Student Welfare
All at St Joseph’s have the wellbeing of students as a primary focus. Policies are in place to assist staff to ensure procedures and structures are in place to support the care of students.

The school follows up quickly on all concerns raised by students or parents concerning the welfare of students and appropriate action is implemented to remediate the situation.

Students and families have access to a school counsellor from Centacare who visits the site weekly. The chaplain, available on site two days a week, provides support for the wellbeing of students and their families.

Complaints and Grievances
In order to ensure procedural fairness, St Joseph’s School follows the policies and procedures detailed in Catholic Schools Office Handbook regarding complaints and resolving grievances.

St Joseph’s School encourages any person or group of people with a complaint to seek the assistance of the principal. Through the weekly newsletter members of the community are encouraged, should they have a concern, to raise it with the teacher concerned or the principal.

If the issue remains unresolved the person/persons may wish to express their views in writing to the principal or the parish priest.

If the person/persons are not satisfied that the matter has been resolved within the school or has a grievance with the principal, then they may approach the Catholic Schools Office. The CSO personnel dealing with the issue will assume that the relevant procedure has been followed.

Changes to School Policies
Policies in relation to the above mentioned areas were reviewed during the year. No major changes were made. In 2014 a full review of the Behaviour Policy will be implemented.

Policies may be accessed by contacting the school office or principal. It is hoped that policies will be available via the school website during 2014.

The school has implemented a cyclic plan for review of all school policies to ensure that they reflect current requirements and practice.
**Improvement Targets**

Developing a deeper sense of the schools’ history, tradition and spirituality

*Staff participated in reflections based on ‘The Bishop’s Mandate’ and in a day of reflection based on the life of Nano Nagle – her mission and ours.*

Using pedagogy for 21st century learning

*Staff engaged in professional learning based on current educational practice, goals were set and staff reflected on achievement of goals for improved teaching and learning.*

Analysis of data for improved student learning

*Staff analysed Best start and NAPLAN data to identify areas for improvement. Evidence suggests that practice and reflection is impacting on student achievement in some focus areas.*

Engagement in professional conversations to improve student achievement

*The quality of professional conversations continues to develop whether formal or informal. Staff are reflecting on their practice to enable improvements for students.*

**Initiatives Promoting Respect and Responsibility**

Respectful behaviours are highlighted and examples given regularly at assemblies and classrooms.

Students are consulted about some matters relating directly to them and their opinions taken into account in decision making.

Students initiated a School Talent Quest and with support organised and facilitated the event.

Restorative practices are used in classrooms to develop cohesive communities. Individual students took on the responsibility of watering the garden.

‘Habits of Mind’ continued to be implemented. Students are drawing on these habits in their daily choices and beginning to use the language of habits of mind in conversations.

Coaching and mentoring of students.

Social Skills programme implemented by class teachers.

Parents and key professionals involved as part of student wellbeing meetings.

Centacare Counsellor implemented specific programmes in classrooms

Year Five designed ‘respect’ posters and displayed them around the school to highlight the importance of respect.

**Community Satisfaction**

Feedback from parent meetings and survey indicates that parents are very satisfied with the school.

Feedback from the staff survey indicates that the staff are very satisfied with life at St Joseph’s school.

Feedback from the students survey and discussions indicates that they are happy, feel safe and are learning.

Whilst there is a high degree of satisfaction the community is aware of areas that it can continue to grow and improve.

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></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49 %</td>
<td>50.5%</td>
<td>0.5%</td>
<td>0 %</td>
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</table>

**Students**

I am usually happy at St Joseph’s School.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45%</td>
<td>53.5%</td>
<td>1.5%</td>
<td>0%</td>
</tr>
</tbody>
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Staff
I am usually happy at St Joseph’s Wagga Wagga

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 %</td>
<td>42%</td>
<td>0%</td>
<td>0%</td>
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Financial Statement Summary

School Income

- Fees & Private Income: 21%
- State Recurrent Grants: 16%
- Commonwealth Recurrent Grants: 0%
- Government Capital Grants: 0%
- Other Capital Income: 62%

School Expenses

- Salaries, Allowances & Related Expenses: 79%
- Non Salary Expenses: 18%
- Other Capital Expenditure: 2%

About This Report
This report was written by the Principal, Miss Carolyn Matthews, in consultation with the staff. It was resourced using diocesan and school policies, student, staff and parent input.