1. The School

Henschke Primary School motto is “To Serve One Another in Love”. This motto is actively displayed throughout the school by staff and families every day.

Vision Statement

‘I am the good shepherd, I know my own and my own know me.’ John 10.14

The children at Henschke Primary will know that they are always loved by God and they will return that love in word and deed as they follow Jesus throughout their lives.

Mission Statement

To achieve this vision the Henschke Primary School Community commits itself to being:

- A community of faith where the good news of God’s everlasting love is proclaimed and our Catholic religion and faith traditions are taught and celebrated.
- A community of Christian witness where gospel values form the basis for living and learning.
- A caring and inclusive learning community where diversity is respected and individuals are supported to maximise their talents and achieve their potential.
- A community of service, playing an active part in shaping a better world by modelling and promoting the use of each other’s gifts for the benefit of society.

Aims and Objectives

Learning and Teaching at Henschke Primary School is centred on Jesus as shepherd, and invites every member of our community to follow the model of Jesus as shepherd by showing mutual care, respect and co-operation. This commitment is reflected in:

1. Teaching of the Catholic Faith.
2. Teaching in all Curriculum areas
3. Commitment as Teachers
4. Relationship with the Parish Community
5. Relationship with Parents.

1.2 Religious Education

2004 has seen the relative smooth transition to the new RE syllabus “Sharing our Story”. Our teachers were well inserviced and enthusiastic to begin the new school year. We have been very impressed with this new curriculum and the children’s interest and involvement. It has required a lot of extra work from the teachers to have it operating so smoothly and effectively and they are to be congratulated. Three Sacramental programs were taught, as almost 300 children were prepared and presented for First Reconciliation, First Holy Communion and Confirmation. The dedication of the teachers and the faith filled response of the children was a highlight for us all. We thank our Priests and Bishop Hanna for their support and confidence. All three Commitment masses were held at the weekend to reinforce our place within the Parish of Our Lady of Fatima and to allow as many parents as possible to attend. For all Sacramental programs, Reconciliation was held in our Parish Church on an evening to give our parents the opportunity to receive this wonderful sacrament with their children. 2004 saw us again give a high priority to the Missions. Our Church is committed to Social Justice and we want our students to walk the path of Jesus and live out their Christian mission to reach out to all in need. We raised $5900 through our weekly Mission boxes and Mission month activities. Our Year 6 organised an additional fund raising activity with a Coin trail for East Timor and collected another $500. We were fortunate to have Fr Parick Kung’alo (from Tanzania) speak to some of the children about his life and country and the great need for financial support from ‘Catholic Mission’. Our work with the St Vincent de Paul Society is ongoing, on the feast of St Vincent de Paul (end of Term 3) the children handed over 30 baskets of groceries they had collected for our local Society. On Friday 17 December we gave as many baskets of Christmas presents to the Society. We are in the process of starting a ‘Mini Vin-nies’ which is a St Vincent de Paul initiative for primary schools, it is mainly for Years 5 and 6. Singer/songwriter Monica Brown visited the Diocese and the whole school as able to attend her two concerts. Some of the teachers also attended an Inservice led by Monica Brown and Sr Hilary.

Most weeks see us gather as a Eucharistic community. All children attend at least two whole school masses and primary children at least two stage masses each term. The Primary children also receive the Sacrament of Reconciliation each term. The staff enjoyed a Spiritual Reflection day led by Fr Tony Loth on ‘Scripture’. This was a great learning day for us as well as a time to stop and reflect. Outside of our Eucharistic celebrations and class prayers we have celebrated Paraliturgies for Holy Week and Reconciliation. In Term 4 we celebrate our Advent Paraliturgies.

Year 6 celebrated their Graduation Mass in Week 9. Our final whole school mass is celebrated with the giving of gifts to the St Vincent de Paul Society.

1.3 The Arts

During the year students of Henschke Primary School are involved in many creative activities including the following:-

1.3.1 Music

Wagga Wagga Eisteddfod where we had one singing choir and three speech choirs entered. The Kindergarten singing choir won the Infants School Choir section of the competition. In the Coral Speech section we had three successful choirs. Year 4 placed First, Kindergarten placed Second and Year 2 placed Third. In Term 1 each year our Year 4 students put on a sing-a-long for the senior citizens of our school community. Recorder lessons are a part of the Year 3 music program.

1.3.2 Art and Craft

As well as classroom art and craft lessons and projects all students make an item of craft for sale at the Annual School Fete, students also enter various sections of the Wagga Wagga Show including the art and craft section.

1.3.3 Drama and Dance

Drama is an important part of our school curriculum and the students have many opportunities to use their skills in front of an audience. Highlighting religious feasts are times when we use drama especially Holy Week, Easter, Advent and Christmas. Anzac Day and Reconciliation Week are other opportunities for students to display their skills.

Each year all students learn about dance as a part of the curriculum. Social dance is a focus for Year 6 students leading up to their Graduation and Social.

1.4 Sport

The 2004 sporting calendar has been a busy one for Henschke. We are fortunate to have so many keen and talented sports people attending our school. This year has seen many of our children represent their school, the diocese and even progress on to represent at McKillop level in sports such as swimming, athletics, basketball, hockey, tennis, rugby league, AFL, cricket, touch, softball and cross country. In AFL our Year 6 boys made it to yet another Paul Kelly Cup Grand Final in Sydney where they were narrowly beaten but played with great skill and courage. Similarly the Year 6 boys played exceedingly well in the Mortimer Shield Rugby League competition where they made the Grand Final but were once again narrowly defeated by a very impressive opposition. This was the first time in over ten years that Henschke had progressed that far in this competition. For the first time girls also played OzTag in this competition and our Year 6 girls showed exceptional skills and talent by going through this carnival undefeated. Our Year 4 boys...
and girls also impressed, when competing in the Trent Barrett Cup, Oz Tag, and Rugby League carnival with both boys and girls side making it through to the semi-finals of this tournament. Our Year 6 girls continued to show their sporting prowess at the inaugural Diocesan Netball Gala Day where they were undefeated. Furthermore the entire school has been involved with gymnastics classes, AFL and Softball development programs.

1.5 General and Specific School Initiatives

1.5.1 Kindergarten Orientation

Kindergarten Orientation is held early November each year. New Kindergarten children are encouraged to attend school for one afternoon where they are teamed up with a buddy from the previous Kindergarten class. An afternoon tea is held for the parents while the children attend the Kindergarten class. This orientation day is supported by a Parent’s Information Evening held to inform parents about the beginning of school life for their children.

1.5.2 Peer Support Program

The program aims to develop positive values, attitudes, behaviours and skills related to relationships, leadership and anti-bullying.

The program involves a Buddy program where the Year 6 students team up with students from younger grades and offer them support. This enables the Year 6 students to develop communication skills, self confidence and self-esteem.

The Year 6 students undertake a 2 day training course to learn a number of skills to help them implement the Peer Support program. The program usually runs for a term.

1.6 School Policies

The following policies can be found in the Henschke Organisation and Management Folder located in the School Office:-

Child Protection Policy
Critical Incidents Policy
Enrolment Policy
Excursion Policy
Harassment Policy
Medication Policy
Occupational Health and Safety Policy
Pastoral Care Policy / Student Welfare Policy
Discipline Policy
Privacy Policy
Reading Recovery Policy
Serious Offences Policy
Complaints and Grievances Resolution Policy

2. Information on Key School Program

2.2 Curriculum Focus

The curriculum focus for Henschke in 2004 were in the KLAs of Religious Education, Maths, Creative and Practical Arts and HSIE. Linked to this much time was spent by the staff in revisiting our current learning and teaching practices.

2.3 Programs to Support Learning

Technology

Henschke aims to have banks of 5 networked computers in every room between Grade 3 and 6 and banks of 3 to 5 networked computers in each room between Kinder and Year 2. At present we have 5 networked computers in each room between Year 3 and Year 6 and we have 1 networked computer in each Kinder, Year 1 and Year 2 room. Our teacher’s Assistants also have networked computers as room. Our teacher Assistants also have networked computers as does the school’s special education teacher. The school library also has a bank of networked computers. A large percentage of the schools current computers have been donated. This computer technology supports learning by allowing applications such as word processing programs (such as Microsoft Word or Open Office), presentation programs (such as PowerPoint or Open Office Presentation) and spreadsheets to be applied to all KLAs in the curriculum.

In addition the school uses purchased site licenses of specific software such as the ‘Numbers Up!’ titles in mathematics and the ‘Fitzroy Readers’ titles in English to assist with teaching and learning in the classroom as well as with special education programs designed for individual students.

Recently the school purchased a data projector with a view to assisting teachers with demonstration and instruction related to teaching and learning involving computers and the previously mentioned programs and applications used in the classroom. This data projector is also used in conjunction with other technology such as DVD players (there are 2 within the school) and video players. Our goal is to eventually purchase at least 1 more of these projectors due to the broad range of applications that they can be used for as well as the physical size of our school.

Henschke also has 2 still digital cameras and 1 video camera, all of which are used extensively in teaching and learning programs within the school. This technology is used in conjunction with our computers and video recorder. A future goal for the school will be to purchase either DVD recording software or a DVD recorder to allow for the recording of footage from the video camera to be transferred and edited in the DVD format.

2.3.1 Library

2004 has been a busy year. The library has provided opportunities for students to enhance their library information and research skills. The library home page has been continually updated with library news. It also allows students to access the internet and Worldbook online. 30 students completed the Premiers reading Challenge. Their names were published in the Sun Herald on the 22 November 2004. Book Week was a huge success in Term 3. The theme ‘Doorways’ allowed students to be engaged in a variety of literature based activities. Students dressed up as their favourite book character for the book parade. $1142 worth of books were donated to the school library during Book Week. The library also received a Government Grant in Term 3, Australian books valued at $2166 were able to be purchased with this money. August saw the introduction of a new computer system ‘ALICE’ which has added a new dimension to the running of the library. Overall the library has updated and purchased 1155 resources for the library in 2004.

2.4 Equity Programs

2.4.1 Aboriginal Education

Henschke’s Aboriginal Education Program aims to improve the educational standards of all Indigenous Students within the school. The Aboriginal Education co-ordinator and Aboriginal Teaching Assistant work closely with classroom teachers, school executive and parents to provide social and academic support for the school’s Indigenous children. In addition Aboriginal education at Henschke aims to promote Aboriginal perspectives across the curriculum for all students K-6. It aims to raise awareness of students to a variety of cultural, spiritual, historical aspects of traditional and cultural Aboriginal lifestyles.

These aims are achieved by:

- our Aboriginal Teaching Assistant working within classrooms to assist class teachers with individualised programmes.
- making adequate resources (both human and material) readily available to teachers relating to classroom activities.
- Endeavouring to encourage parental involvement and arranging opportunities for parents to network with each other and the relevant members of the school community both formally and informally.
- Home—school liaison
- Focus on Aboriginal culture during Reconciliation and NAIDOC week
- Including Aboriginal elders and members of the wider Aboriginal Community in class and school activities
- Weekly cultural activity sessions run by Aboriginal Teacher’s Assistant

The raising of the Aboriginal flag during school assemblies

The raising of the Aboriginal flag during school assemblies
2.4.2 Japanese Language and Culture
Children from Kindergarten to Year 6 have one hour of Japanese language and culture each fortnight. Our focus is on Japanese culture and traditions but we also cover some basic language.

The written language is introduced gradually—from recognition of Hiragana and some Kanji—to practice in senior grades. Songs, video, role play and games are used to reinforce vocabulary and sentence patterns. Reading is restricted to recognition of isolated words related to the topics covered. We are all thrilled and very grateful to have a new Japanese classroom this year.

2.5 Programs to Support Students.
2.5.1 Special Education
Special Education at Henschke comprises of providing support in the early years of schooling. This is in line with the philosophy that early intervention is most valuable at this time. Currently literacy support is offered to Kindergarten and Year 2. This is to ensure that early detection and support is offered as soon as possible.

Special needs programs take place with the ongoing support of our teacher’s assistants. They work with the classroom teacher to provide support and encouragement to particular students who have specific learning needs. We endeavour to keep our vision and mission statements alive by serving one another in love in all our teaching and learning practices.

2.5.2 Reading Recovery
Reading Recovery operates with two teachers and one currently in training. This means that we are able to teach four children daily. It is aimed that twenty four children will receive structured literacy support in Year One. Monitoring is ongoing with children who have discontinued the program and are currently in Years 2 and 3.

Our Basic Skills results have generally indicated that children have maintained their literacy levels and have shown evidence of growth. Children who participate in the Reading Recovery are fortunate to receive an intensive individualised program that works hand in hand with what the children are currently learning in class. Early intervention is the key to gain success in all aspects of literacy.

2.5.3 Catholic Family Formation Program
The Catholic Family Formation Program is a program that is presented to Year 4 and Year 6 each year. The program is held in the evenings to allow parents to be involved with their children. It aims to support and assist in the personal and sexual development of children by giving them a greater appreciation of the family to which they belong and to enhance family communication in the important area of sexual development.

2.6 Student Achievement
All students in Years 3 and 5 sit the Basic Skills Test and Primary Writing Assessment. We are proud and very satisfied with the achievements of our students. The feedback we receive from these external assessments are important for us as they help us determine future planning and direction of learning and teaching.

In 2004 our Year 6 students sat the Computer Skills Assessment for the first time, as part of a state trial. The assessment consisted of two components, written and practical, completed on different days. Our results were pleasing and have provided us with a point of reference when planning for learning and teaching priorities in this area.

Throughout the year Students in Years 4 and 6 are able to participate in the various Australasian Schools Competitions offered by the University of New South Wales Educational Assessment Centre. The following is a summary of our achievements.

Mathematics Assessment - 28 students receiving 9 credits and 1 distinction.
Writing Assessment—8 students receiving 3 credits and 4 distinctions.
English Assessment – 16 students receiving 3 credits and 3 distinctions.
Science Assessment – 11 students receiving 2 credits and 1 distinction.

Students are encouraged to participate in the annual Tournament of Minds Competition and a Chess Competition which is run through the Wagga Wagga schools.

2.7 Staff Achievement
During 2004 the Staff at Henschke Primary School participated in a wide range of Professional Development opportunities. All staff attended curriculum days in Creative and Practical Arts and Mathematics. These days focused on the implementation of these syllabi including outcomes, planning, programming, learning and teaching strategies and developing a school scope and sequence.

Two staff members have completed the first half of a twelve month professional development program Literacy Learning and Teaching in the Classroom.
Staff were also provided with a variety inserviceing in the compliance areas of:- Chemical Safety, CPR, Child Protection and Harassment. Some staff obtained qualifications in First Aid, Emergency Care and Sport Coaching.

3 School Renewal
3.1 Progress of the School Renewal Framework.
During 2004 the school executive and staff focused their work on the following aspects of the SRF:-

Vision and Mission—publicising this by having posters produced for display around the school and linking our mission to all policy statements.

Policies and Programs—the school went through a comprehensive Curriculum Review during 2004 which involved an update of all curriculum and policy documents. Providing ongoing support for staff in implementing the new Religion syllabus—‘ Sharing Our Story’ and writing a policy for this was another area of focus. Professional development in the new Maths syllabus was completed and a new policy written including assessment and a detailed scope and sequence.

In Creative and Practical Arts we completed a one day workshop introducing the new syllabus. The scope and sequence for HSIE was updated and rewritten. A number of staff meetings were spent revising and refining our Learning and Teaching Policy resulting in staff developed agreed practices.

Another key area of renewal were the school’s Pastoral Care and Behaviour Management Policies. These policies were revisited in light of our deeper understandings of the diocesan document ‘Today’s Children Tomorrow’s Adults’. Organisation and Management— Up date administration and management policies for Curriculum Review and develop a management plan to support teachers with Special Needs students.

Professional Learning—Staff were provided with opportunities for professional learning in the KLAs of Maths, Creative and Practical Arts and PWA, ELLA, SNAP and Literacy Learning and Teaching in the Classroom.

Facilities and Resources—Ongoing purchasing, updating and maintenance of computers. Replacement and refurbishment of the Year 3 Classrooms and Japanese Room.

4. School Overview
4.1 School Enrolment and Attendance Profile
During 2004 Henschke enrolments fluctuated between 590 and 603 with average absences per day being 32.2 students. This represents about 5% of students or 1.5 students per class away each day.
Average daily absences per term were:-
Term 1—21.5 students
Term 2—32.8 students
Term 3—36.9 students
Term 4—37.6 students.

4.2 Structure of Classes
At Henschke Primary school we cater for students K-6 in three stream single class structures. Class sizes average 28 students.
4.3 Staffing
All teaching staff at Henschke Primary School are qualified teachers. In 2004 the teaching staff had a range of experience, with 10 staff teaching for 10 years or less, 6 staff teaching for 10 – 20 years and 17 staff with 20 years or more experience.

More than half the staff have four years formal training – Bachelor of Education majoring in a number of areas including Religious Education. Other qualifications held by staff include Masters of Education, Reading Recovery and Graduate Certificate - Teaching.

4.4 Parent Involvement and Participation

Parent and Friends Committee Report
Some would say the sole function of a P & F Association is to raise funds for the school. But for the P & F this is not the case—they believe that they have two other important roles—the first of these is to provide a forum where parents can feel safe to raise issues that concern them and to have these issues addressed in a timely and respectful manner. Our other role is to provide parents with some level of social interaction and to build community which supports and embraces its members. In respect of fundraising the Committee would like to thank everyone involved with all the fundraising activities undertaken this year. Thanks must go to everyone who again helped make this year’s fete so successful. The Shrek 2 premiere and Trivia nights were both great financial success and also helped to increase the feeling of community within the school. The calendars and Melbourne Cup Lucky Numbers tickets were also financially worthwhile for us. We would also like to acknowledge the support from the School Office staff. Finally thanks to the parents who take the time to attend our meetings and who support our activities.

School Council Report 2004
The School Council supports the mission of Catholic Education in the school. We work closely with the School Executive and Parish Priests to ensure the wellbeing of students and provide direction to the school. The School Council is another expression of our school motto ‘To serve one another in love’.

The School Council is a forum in which parents:
- Support the development of the Catholic ethos of the school
- Support the pastoral care strategies of the school
- Promote the school in the local community
- Advise on and support capital and maintenance programs
- Develop local strategic plans (finances, buildings, resources) and contribute to Diocesan educational strategic planning
- Ensure the school community receives the Annual School Council report.

During 2004 the School Council’s major activities were:
- setting the budget and school fees
- Coordinating the ongoing maintenance plan
- Replacing the Year 3 classrooms.

The School Council would like to acknowledge the contribution to the school made by the Parents and Friends Association through fundraising activities, working bees and raising issues from the general school community. In particular their efforts in continuing the highly successful school fete and the introduction of the Melbourne Cup Lucky Number have raised significant amounts for the school this year. We would also like to acknowledge the support from the School Office staff and the financial contribution and support to the school made by the Parish of Our Lady of Fatima, South Wagga Wagga.

4.5 Community Use of School Facilities
A Playgroup for mums and toddlers operates once a week in the Parish/School hall and is a school and parish based program.
Tennis Courts are located on the school grounds and private tennis lessons are held outside of school hours for children. The South Wagga Parish has a tennis group that also uses the courts.

4.6 Financial Statement Summary
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

4.7 About this Report
The Henschke School Principal, Assistant Principal, Co-ordinators and teachers with areas of special responsibility have contributed to Henschke Primary School 2004 Annual Report. We also acknowledge the Chairs of our School Council and P&F for their contributions.